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ABSTRACT

This handbook's fundamental purpose is to provide terms and definitions for the data and information educators use in student services. It identifies concepts used in decisionmaking, provides standardized terms and definitions, classifies the terms, provides guidelines for developing and managing student records, and recommends the development of policies to safeguard confidentiality. The terms presented are applicable to recordkeeping for all levels from pre-school through adult education. Sample forms, information system data, codes, and legal requirements are appended. (Author/DW)

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TUDENT/PUPIL ACCOUNTING

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Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education

State Educational Records and Reports Series: Handbook V, Revised 1974

national center for education statistics

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/EDUCATION DIVISION

COOPERATING ORGANIZATIONS

The following organizations provided major assistance throughout all phases of the project to revise this handbook:

American Association of Community and Junior Colleges
American Association of School Administrators
American Personnel and Guidance Association
Association for Supervision and Curriculum Development
Association of School Business Officials of the United States and Canada
Council for Exceptional Children
Council of Chief State School Officers
National Association for Public Continuing and Adult Education
National Association of Elementary School Principals
National Association of Secondary School Principals
National Education Association
National School Boards Association

Additional acknowledgments are included on pages ix and 201 of this handbook.

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STUDENT/PUPIL ACCOUNTING

Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education

STATE EDUCATIONAL RECORDS AND REPORTS SERIES: HANDBOOK V

Revised 1974

by
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National Center for
Education Statistics
Education Division

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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This manual replaces Handbook V: *Pupil Accounting for Local and State School Systems* (1964). It is an extension of a manuscript prepared by Ernst & Ernst (Charles W. Barkdull, project director) under contract No. OEC-0-71-4732 with the U.S. Department of Health, Education, and Welfare, Office of Education.

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FOREWORD

The original Handbook V, *Pupil Accounting for Local and State School Systems,* was published in 1964 as one manual in a series of terminology handbooks covering various areas of information needed and used in local and State education agencies. The items of information in the handbook and their definitions were generally sound. However, changing conditions in education during the intervening years made it desirable to revise the handbook in light of new needs and practices.

With the introduction over the years of new and different kinds of State and Federal support for schools, new terms descriptive of student/pupil characteristics came into the vocabulary. Because of widespread application of electronic data processing to educational information systems, a need emerged for more detailed and consistent codification of student data. Due to increased emphasis on community and junior colleges and adult/continuing education, more information was needed on students in these institutions and programs. In some cases, entire new categories of information were needed along with additional specific items. A few definitions needed to be expanded or modified.

These factors, as well as others, contributed to the decision to revise Handbook V. A contractor was selected in June 1971 to develop the revision under the guidance and coordination of Office of Education personnel and a National Advisory Committee comprising representatives of 12 educational organizations. An intensive cooperative effort ensued for updating the handbook materials.

The new edition of the handbook appears very similar to its predecessor in its organization. Its prime function remains to identify the terms and definitions most needed at the current time for collecting, using, and reporting data about students. However, there are major differences in scope and content, such as a greatly expanded treatment of items about education for the handicapped, additional items for community/junior colleges, and more comprehensive treatment of medical information. The new edition reflects the present concern for confidentiality of student records—for the appropriateness and correctness of the data, and for the prevention of unauthorized or inappropriate use of information about individual students. The concept of continuous student accounting in enrollment and membership information is stressed in the revised handbook. Uses of student data and guidelines for implementing information systems are included in appendix materials. Finally, the term "student" is used throughout the handbook rather than "pupil" since "student" is more acceptable to secondary schools, community/junior colleges, and adult/continuing education.

The revised handbook contains input from hundreds of persons knowledgeable about education, about educational information systems, and about students and pupils in particular. Although it presently represents the best thinking on this topic, the handbook eventually will need to be revised to meet changing future needs. Meanwhile, it is truly hoped and expected that the manual will provide local and State education agencies with practical guidelines for improving the utility and effectiveness of their own student/pupil information systems.

After its completion in 1973, the revised manuscript was distributed to the participating organizations. Subsequently, each of the 12 organizations which provided

continual guidance and assistance from the inception of the project to its completion approved the handbook as the basic guide for items of student/pupil information to be used in the schools of the United States. Further, they recommended that Federal, State, and local agencies effect its use as promptly as feasible. In recognition of this approval and recommendation, the following signatures are affixed to the handbook's foreword:

Peter Masiko, Jr.
CHAIRMAN OF THE BOARD, American Association of Community and Junior Colleges

W. H. Austin
PRESIDENT, American Association of School Administrators

Bruce Shertzer
PRESIDENT, American Personnel and Guidance Association

Glenn D. Unruh
PRESIDENT, Association for Supervision and Curriculum Department

George A. Babigian
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Helen D. Wise
PRESIDENT, National Education Association

Barbara Sleimers
PRESIDENT, National School Boards Association

We are sincerely appreciative of the efforts of the many organizations and individuals whose effective participation has helped assure the usefulness and accuracy of the contents of this handbook. We trust that the implementation of this handbook will enhance the quality of student data, while encouraging the development of adequate safeguards for protecting the confidentiality of student records.

Allan R. Lichtenberger, *Chief*
Educational Data Standards Branch
Office of Education

Absalom Simms, *Director*
Division of Intergovernmental Statistics

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Grateful acknowledgment is expressed for contributions made to the handbook of terminology and definitions about students and pupils by representatives of the following organizations:

American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Association of School Administrators
American Federation of Teachers AFL-CIO
American Personnel and Guidance Association
American School Health Association
American Speech and Hearing Association
American Vocational Association
Association for Childhood Education International
Association for Educational Data Systems
Association for Supervision and Curriculum Development
Association of School Business Officials of the United States and Canada
Bureau of Indian Affairs, U.S. Department of Interior
Bureau of the Census, U.S. Department of Commerce
Center for Disease Control, Public Health Service, U.S. Department of Health, Education, and Welfare
Child Nutrition Division, U.S. Department of Agriculture
Council for American Private Education
Council for Exceptional Children
Council of Chief State School Officers
Council of Great City Schools
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Federal Interagency Committee on Education
Immigration and Naturalization Service, U.S. Department of Justice
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National Association for Public Continuing and Adult Education
National Association of Elementary School Principals
National Association of Secondary School Principals
National Bureau of Standards, U.S. Department of Commerce
National Catholic Educational Association
National Center for Higher Education Management Systems
National Congress of Parents and Teachers, Inc.
National Education Association

*The names of participating individuals are listed in appendix I.

National Institute on Alcohol Abuse and Alcoholism, U.S. Department of Health, Education, and Welfare
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Office for Civil Rights, U.S. Department of Health, Education, and Welfare
Office of Child Development, U.S. Department of Health, Education, and Welfare
Office of Education, U.S. Department of Health, Education, and Welfare
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Public Health Service, U.S. Department of Health, Education, and Welfare
Research and Reports Liaison Staff, U.S. Veterans Administration
Social Security Administration, U.S. Department of Health, Education, and Welfare

Chapter I

OVERVIEW

The fundamental purpose of this handbook is to provide terms and definitions for the data and information educators say they need most to work effectively with students and/or pupils. The handbook thus identifies information items which are used to describe and make decisions about students. Some such decisions are very specific, pertaining to personal needs, vocational choices, and educational programs of individual students. Other decisions are broader in scope, concerning the planning and management of education for large groups of students.

As a basic reference for terms relating to students, the handbook:

- Identifies concepts useful for making decisions which may enhance the educational experiences of students, individually or in groups.
- Provides "standardized" terms and definitions to represent these concepts; use of these terms will facilitate accuracy of communication about students.
- Classifies the terms into categories at several levels of detail for ease of understanding and usage.
- Provides guidelines for developing and managing student records.
- Recommends the development of policies to safeguard the confidentiality of information in the records of individual students.

The handbook is intended to serve data needs of education agencies, schools, and other educational institutions other than 4-year colleges and universities. Included are terms and definitions for use in preschool programs, elementary schools, middle schools, high schools (including junior high schools), community/junior colleges, adult/continuing education programs, and vocational/technical institutes.

The terms, definitions, and procedures recommended in this handbook represent the combined best judgment of the many persons participating in the cooperative development of the handbook materials. They are presented as sound practice or principles which should be interpreted and applied according to local and State needs and requirements. Any school or school system—with guidance from its appropriate State education agency and in support of the policies of its governing board and administrative officers—should determine its own informational needs and the specific processing procedures for meeting these needs. After these decisions have been made, the handbook can be utilized to identify and classify the items required.

While use of the terms, definitions, and procedures of this handbook is not a requirement imposed by any governmental agency, these materials do reflect governmental requirements existing at the time of the handbook's completion.

CONFIDENTIALITY

The confidentiality of student data must be safeguarded. For this reason, education agencies must give serious consideration to determining what data should be incorporated into student records; how these data may be reviewed, verified, and corrected; how access to student data files may be controlled; and under what conditions student data should be transmitted to others. As discussed more fully in chapter II, it is recommended that education agencies develop policies and procedures for collecting, maintaining, using, and disposing of student data, as appropriate for local and State needs and in conformity with applicable laws and regulations.

BASIC DEFINITIONS

In this handbook, a student is defined as an individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other educational institution. No distinction is made between the terms "student" and

"pupil"; the term "student" is used to include individuals at all instructional levels. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

As used in this handbook, the terms "school" and "school system" refer to educational institutions and agencies having instructional, administrative, and/or recordkeeping responsibility for students. They apply equally to all levels of organization.

The terms "data" and "information" are used extensively throughout the handbook. "Data" are the raw facts collected and recorded or reported, such as a mark of "A" in History or a residence address of 1234 Main Street. "Information" is the compiled, combined, summarized, or reported data which, in context, has a significant meaning. The qualification of Johnny Smith for a special educational program because of low family income and his referral for special assistance are examples of meaningful "information," as is a summary showing 15 percent of students in a specified school to be in minority ethnic groups.

"Items of information" and "item" are used as synonymous terms in referring to one or more words or other symbols identifying a specific bit of data, such as "Female," "Date of Birth," and "Junior High School." Similar items of information (e.g., Elementary School, Junior High School, and Senior High School) are grouped into a single "category of information" (e.g., Instructional Organization Entered).

CRITERIA FOR INCLUDING ITEMS

Three basic criteria—reflecting need, effort, and communication—were used in selecting the items of information included in the handbook. Each item selected was judged to meet the following criteria:

(1) The item is important to and needed by many local schools or school systems—and the communities of which they are a part—for providing effective instructional and supporting services for the benefit of students.

(2) The item can be accurately collected and maintained with an effort justifiable in terms of the value of the uses of the information.

(3) The item is needed for the exchange, reporting, or availability of information about students to other schools and school systems, to colleges, to the State education agency, and/or to parents or others in the community.[1]

Similar criteria may appropriately be utilized by State and local agencies and institutions in selecting items from this handbook and from other sources for inclusion in their own information systems.

BENEFITS OF STANDARDIZED TERMINOLOGY ABOUT STUDENTS

The universal use of the terminology in this handbook can assist in improving the quality of education by facilitating meaningful evaluation, realistic planning, and effective operation of educational programs throughout the United States. When standardized terminology is used for records and reports about students, such information may be prepared with greater flexibility and communicated as needed with greater speed and accuracy.

Information available to school officials in standardized form may:

- Contribute to better learning by individual students through improved teaching and guidance.
- Facilitate rational decisionmaking about curriculum development and change.
- Enhance reporting to the public about the condition and progress of education.
- Facilitate the estimation of future enrollments and future needs of individual schools and school systems.
- Assist in developing sound educational policies at all levels.
- Aid in the comparison of information among communities and among States.
- Improve the accuracy and timeliness of nationwide summaries of information about students.
- Improve the quality and significance of educational research—locally, statewide, and nationwide.

Within a State or local school system, standardized items of information recorded on manual forms may be readily compared and combined with the same

[1] Items used in exchanging or transferring information about individual students should be selected with care, in accordance with applicable laws, regulations, and policies. This concern for confidentiality of student information is discussed more fully in chapter II.

standardized items of information processed by automatic data processing systems. Further, the use of standardized items of information may be essential to the orderly and efficient conversion from manual to automatic data processing. In such a conversion, the adoption of standard classifications and terminology is a necessary first step, whether a school plans to initiate or to extend automatic data processing for an individual school or for the entire school system.

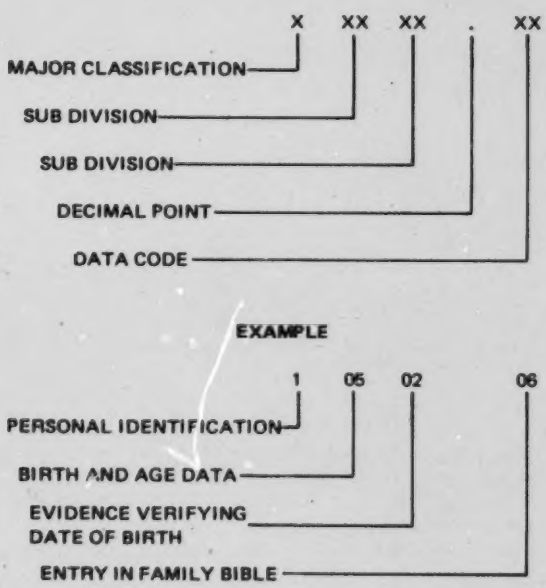
In addition to its value in typical instructional and administrative uses, the terminology of this manual, together with the terms of other manuals in the Handbook Series, may be of great benefit when used as basic references for institutes or workshops of teachers, parents, and/or students.

CLASSIFICATIONS OF ITEMS AND CODING STRUCTURE

The coding structure used to classify items about students consists of seven digits divided into four groups, as is illustrated in figure Ia. The first digit is used to identify the *major classifications* of items which are:

1 Personal Identification
2 Family and Residence
3 Physical, Health, Sensory, and Related Conditions
4 Mental, Psychological, and Proficiency Test Results and Related Student Characteristics
5 Enrollment
6 Performance
7 Transportation
8 Special Assistance and Tuition

Figure Ia.—Coding Structure



The second and third groups—each having two digits—provide additional levels of detail within categories. For example, 1 05 00 identifies Birth and Age Data; 1 05 02 identifies Evidence Verifying Date of Birth. In a few cases where an added breakout of categories is needed, the first digits of the second and third groups are used to relate data. (For example, 3 21 00 is used to identify the subcategory "Vision" under 3 20 00 "Sensory, Physical, and Related Conditions.") The listing of the subject headings through the first three digits is shown in figure Ib. The complete subject listing through the first five digits is included in chapter III.

The last two digits, which are to the right of the decimal point, have been used to indicate detailed information items in multiple choice form. Each data bit may be written in a block or space on a manually prepared form, or keypunched into a field on a tabulating card. For example, if the evidence verifying date of birth is an entry in a family Bible, the corresponding code is 1 05 02.06, as shown in figure 1a. The coded multiple choice information items are included with their definitions in chapter IV.

The codes presented are illustrative, and not mandatory. Local school systems and institutions may adjust, adapt, or replace them as needed to meet their requirements. Ideally, this should be done in such a way that it does not conflict with the basic handbook structure.

Items within the handbook may be used selectively in information systems, or they may be subdivided into additional items without any loss of comparability. In general, items and groups of items should not be combined in basic records since they might then no longer be comparable or combinable with data or information from other sources.

GENERAL STRUCTURE OF THE HANDBOOK

Each of the major segments of the handbook, as outlined in the Contents, has a specific purpose. The Foreword is designed to convey the background of the handbook, including its relationship to the previous edition.

Chapter I, Overview, is meant to provide the user

Figure Ib.–Major Categories of Student Information
(FIRST 3 DIGITS ONLY)

1 00	**PERSONAL IDENTIFICATION**
1 01	**Name**
1 02	**Student Number**
1 03	**Sex**
1 04	**Racial/Ethnic Group**
1 05	**Birth and Age Date**
1 06	**Minor/Adult Status**
1 07	**Family Responsibility**
1 08	**Citizenship Status**
1 09	**Language Considerations**
1 11	**Veteran Benefit Status**
2 00	**FAMILY AND RESIDENCE**
2 10	**Parents**
2 11	Male Parent
2 12	Female Parent
2 13	**Sponsor**
2 20	**Responsible Adult of Domicile**
2 30	**Brothers and Sisters Living in Household**
2 40	**Family Economic Information**
2 50	**Family Social/Cultural Information**
2 60	**Residence Data**
3 00	**PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS**
3 01	**Student Medical Record Number**
3 10	**History of Physical Development**
3 11	Height
3 12	Weight
3 13	Oral Health
3 20	**Sensory, Physical, and Related Conditions**
3 21	Vision
3 22	Hearing
3 23	Speech and Language
3 24	Orthopedic Condition
3 25	Neurological Condition
3 26	Cardiac Condition
3 27	Other Physical Condition
3 28	Physical and/or Health Handicap
3 29	Physical Anomalies and Cosmetic Conditions of Potential Emotional Significance
3 30	**Medical History**
3 31	Diseases, Illnesses, and Other Temporary Conditions
3 32	Immunizations
3 33	School-Related Injuries and Medical Treatments
3 34	Other Serious Injuries
3 35	Surgery
3 36	Drug Abuse
3 37	Medical Laboratory Tests and Procedures
3 40	**Referrals for Physical, Health, Sensory, and Related Conditions**
3 50	**Physical Examinations**
3 60	**Physical, Health, and Sensory Impairments**
3 70	**Limitation on School Activities**
3 80	**Emergency Information**
4 00	**MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS**
4 10	**Mental, Psychological, and Proficiency Tests and Inventories**
4 11	Test Identification
4 12	Form of Test Administration
4 13	Test Scoring
4 20	**Referrals for School Work or for Intellectual, Social, or Emotional Reasons**
4 30	**Specific Mental and Psychological Characteristics**
4 40	**Most Effective Styles of Learning**
5 00	**ENROLLMENT**
5 10	**Entrance (Admission)**
5 11	Date of Entry or Admission
5 12	Type of Entry
5 13	Admission Status (Community/Jr. College)
5 14	Former Dropout
5 15	School or Other Institution Previously Attended
5 16	Educational Level Previously Completed by Adult Education Student
5 17	School Entered
5 18	Dual Enrollment
5 19	Type of School or Institution Entered
5 21	Grade Entered or Year in School
5 22	Location of Instruction
5 23	Type of Program Entered
5 24	Type of Class (or Instructional Grouping)
5 25	Principal Medium of Instruction
5 26	Full-Time/Part-Time Status
5 27	Day/Evening Status (Community/Jr. College)
5 28	Special Program Modification
5 31	Course or Class Assignment
5 32	Counselor
5 33	Home Room Teacher
5 40	**Membership and Attendance**
5 41	Membership Information
5 42	Attendance Information
5 50	**Withdrawal**
5 51	Transfer
5 52	Completion of Schooling
5 53	Discontinuance of School Work (Dropping Out)
5 54	Death
5 60	**Nonentrance Information**
6 00	**PERFORMANCE**
6 10	**School Performance**
6 11	Program of Studies
6 12	Course Information
6 13	Mark or Report for Student Performance
6 14	Credits (Units of Value)
6 15	Mark Value
6 16	Mark-Point Average
6 17	Cocurricular Activity Information
6 18	Progress Information
6 21	Recognition for Completion
6 22	Honors Information
6 23	Transcript Requests
6 30	**Nonschool Performance**
6 31	Employment Information
6 32	Other Nonschool Performance Information
6 33	Nonschool Activity Interests
6 40	**Postschool Performance**
6 41	Postschool Interests and Plans
6 42	Postschool Education and Training Information
6 43	Postschool Occupation and Employment Information
6 44	Other Postschool Activities
7 00	**TRANSPORTATION**
7 01	**Transportation Status of Student**
7 02	**Distance from Home to School**
7 03	**Eligibility of Student for Transportation at Public Expense**
7 04	**Vehicle on which Transported**
7 05	**Distance Transported**
7 06	**Length of Time Transported**
7 07	**Qualification for State Transportation Aid**
7 08	**Schoolbus Number**
7 09	**Schoolbus Route Number**
7 11	**Schoolbus Run Number**
7 12	**Bus Stop Identification**
8 00	**SPECIAL ASSISTANCE AND TUITION**
8 01	**Students with Special Characteristics**
8 02	**Federal Educational Program Eligibility**
8 03	**State Educational Program Eligibility**
8 04	**Other Special Educational Program Eligibility**
8 05	**Welfare Eligibility**
8 06	**Tuition and Fee Information**

with a quick understanding of the handbook, its contents, and its usefulness.

Chapter II, Student Data Management and Confidentiality, covers the important subject of the collection, use, and dissemination of data and information about a student so that it will be used only for purposes of benefit to him. Suggestions for policy development are given as to the kinds of data which should be collected, the updating of these data, and the control of access to files of data about individual students. The recommendation is made for each school system to develop its own policies and guidelines for student data within the parameters of existing laws, regulations, and policies.

Chapter III, Classification of Information About Students, categorizes groups of student data items that are considered significant in the management of schools and in the guidance of students today and in the foreseeable future, identifying item categories which may be considered as minimum or basic to a student record.[2]

Chapter IV, Definitions, provides specific definitions for the terms included in chapter III, and, in addition, supplies detailed multiple choice items for describing the student and significant factors affecting his school performance.[2]

Chapter V, Glossary, identifies and defines significant terms used in the handbook, but not defined in chapter IV, including a special section of medical terms. The chapter also includes other terms considered important to an understanding of student data management.

The appendixes of the handbook include guidelines for school administrators in the design and implementation of procedures and systems for collecting, recording, and processing student data; an overview of report items and measures about students; a discussion of uses of information about students; and code designations for States, countries, dependencies, areas of special sovereignty, and languages. The names of persons who contributed to the development of this revised handbook are included in appendix I.

[2] The categories and items included in this chapter are not intended to mandate that certain information be maintained or to restrict the amount of information recorded. Schools and school systems should maintain whatever information is necessary and appropriate, ensuring that it is compatible with the classifications and definitions of the handbook. In situations where an item of information is either required or prohibited by law, such law and its applicable regulations should take precedence over the recommendations of this handbook.

OTHER NATIONAL HANDBOOKS IN THE SERIES

This handbook is a part of the State Educational Records and Reports Series of terminology manuals. Each handbook in the Series provides terms and definitions for describing one major aspect of school operation.[3]

Handbook I, *The Common Core of State Educational Information* (1953)[4], describes the overall informational requirements of State education agencies in broad terms.

Handbook II (Revised), *Financial Accounting Classifications and Standard Terminology for Local and State School Systems* (1973), covers basic concepts for financial management, including a comprehensive chart of accounts. It has a relationship to student data because, among other reasons, financial performance should be evaluated in relation to the effect of the schools on students, and thus to the output of the school system.

Handbook IIb, *Principles of Public School Accounting* (1967), is a companion manual to Handbook II, and describes basic financial accounting principles and methods.

Handbook III, *Property Accounting for Local and State School Systems* (1959)[4], includes terminology and definitions for describing school sites, buildings, and equipment.

Handbook IV (Revised), *Staff Data for Local and State School Systems: Standard Terminology, Classifications, Operating Procedures, and Reporting* (1974), covers terminology and recordkeeping for staff personnel at all levels—executive, professional, technical, clerical, and skilled and unskilled labor. Its relationship to student data is mainly through student and staff assignments to the same classes and activities.

Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems* (1970), incorporates items of information for describing various elements of the instructional program, including the content, resources, processes, organization, and administration of curriculum and instruction.

Handbook VII, *The State Education Agency* (1971), provides standard terminology and guidelines for recording and reporting information descriptive of education agencies at the State level.

[3] Complete publication information for all of these manuals is included in the footnotes on page 111.

[4] Out of print as of August 1, 1974.

Handbook VIII, under development in 1974, covers the terminology and uses of information about communities for educational planning and decisionmaking. It provides items of information about local resources and the environment within which the student, the school, and the school system function, including population and school enrollments, economy, land use, and social structure and dynamics.

* * * * * *

This chapter has presented an overview of the rationale and content of this handbook of terminology and definitions about students and pupils. A discussion about developing and managing student records and assuring their confidentiality is presented in chapter II.

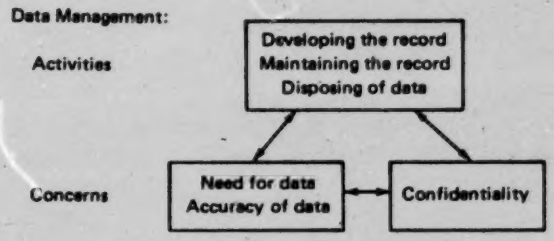
Chapter II

STUDENT DATA MANAGEMENT AND CONFIDENTIALITY

Student records are an actuality. They exist because they are needed and used for many necessary educational purposes, such as for instruction and guidance, for checking on compliance with attendance and health laws, and for administrative purposes such as determining tuition status, scheduling students into classes, planning schoolbus routes, and completing reports on membership and attendance for the State department of education.[1]

Because of their importance, student records must be administered with effective procedures.[2] Sound procedures demonstrate competent data management and provide for accountability. As illustrated in figure IIa, the necessary recordkeeping activities of building, maintaining, and disposing of record files should be based on concerns for data need (including relevancy) and data accuracy as well as on concerns for confidentiality.

Figure IIa.--Management of Student Data



Recently, a number of taxpayers, parents, students, school officials, business leaders, and politicians have suggested that educational programs should be improved and that education should be managed more efficiently. Some persons have concluded that additional student data are needed to help bring about such desired educational improvements. With a massive technical capability already existing for managing far more educational data than presently are collected, the pressures for increasing the collection of student data lead inevitably to these questions:

- What student data are essential to the best interests of the student and the school? Are additional data really needed? Should some existing data be discarded?
- What are the costs of collecting student data and maintaining student records? Are these costs justified?
- What procedures will adequately safeguard the confidentiality or privacy of student records?

CONFIDENTIALITY PROBLEMS AND CONCERNS

The confidentiality issue now is receiving greater attention than ever before as a result of the expansion of machine and electronic processing of student data. When student data are kept in a folder, and when access to these data is physically controlled by the school official having responsibility for their safekeeping, the issues of confidentiality *are* complex, but relatively close control of these data can be managed.

In recent years, however, a variety of systems for the automated handling of student data has been designed. These data systems have at least two characteristics which complicate the issue. First, the installation of such a data system depends upon a base of many students in order to make the storage and retrieval of student data economically feasible. This often means that several local education agencies pool their student data for central processing. Keeping data confidential in this type of data system is difficult. Secondly, the central storage of data removes the control of these data from the local school to a central office where such problems as monitoring of student data become more complex for students, parents, and professional staff members alike. Removing data from

[1] Student records and reports are discussed more fully in appendix B. Appendix C presents a range of illustrative uses of these records and reports.

[2] Some principles and guidelines for student information systems are presented in appendix A.

the care and control of the professional person responsible for them can lead to decreased vigilance and can result in breach of confidentiality or invasion of privacy, legal complications, and even court cases.

Unsuspected pitfalls may face persons responsible for student records. In a given jurisdiction, for example, information concerning the aftermath of a student's first and only experiment with drug abuse may be entirely confidential while it remains in the files of a health agency and protected by the confidentiality of a physician-patient relationship. Once transferred to the student's cumulative school record, however, this same information may be considered locally by law or regulation to be "public record" and as such be subject to the review of a number of persons other than professional school personnel. Thus, the unwitting transfer of information from health agency files to the school may result in a loss of confidentiality or privacy, a condition sought by neither the student nor the responsible official.

Concern about the proper use of data in data banks and automated personal data systems has been expressed at the national level by Senator Sam J. Ervin, Jr., and by Elliot L. Richardson while Secretary of the Department of Health, Education, and Welfare. One concern of the former has been the possible excessive use of social security numbers as a personal identifier, especially in accessing information from information systems. The latter appointed an advisory committee to analyze the consequences of using computers to keep records about people.

The Secretary's Advisory Committee on Automated Personal Data Systems assessed the general impact of computer-based recordkeeping on private and public matters. Three effects of computer technology were specially identified by the committee in its report, *Records Computers and the Rights of Citizens:*[3]

- The computer enables an organization to enlarge its data-processing capacity substantially.
- The computer greatly facilitates access to personal data, both within organizations and across boundaries that separate organizations.
- Computerization also creates a new class of recordkeepers whose functions are basically technical and whose contact with the suppliers and users of data is often remote.

The Committee also described possible effects of computerized personal data on individuals, organizations, and the society as a whole:[4]

- The availability of too much data may result in a computerized recordkeeping system becoming rigid and insensitive to the interests of individual data subjects.
- Relatively easy access to data increases the possibility for *unauthorized* access to a data bank for purposes of commercial exploitation or blackmail.
- Easy access to data for *authorized* purposes has been a source of leakage of data from some personal data systems. Further, authorized use of computer-based personal data systems may be hazardous where lines of authority and responsibility are overlapping or ambiguous—where there is a fundamental lack of uniform legal constraints, homogeneous recordkeeping practices, and common standards of judgment.
- The possibility exists for assembling data from computer-based information systems into a master file of intelligence dossiers.

In addition, the committee found that pressures have been exerted at times to use legitimate and necessary administrative data systems for ill-advised statistical reporting and research purposes. As assessed by the committee, the overall effect of computerizing personal data is to make it far easier for recordkeeping systems to affect people than for people to affect recordkeeping systems.

To help alleviate or eliminate shortcomings in personal data systems, the Secretary's Advisory Committee recommends the use of five basic principles as safeguard requirements for both administrative personal data systems and statistical-reporting and research systems. The following five principles thus may serve well as basic requirements for all student information systems:

- There must be no personal data recordkeeping systems whose very existence is secret.
- There must be a way for an individual to find out what information about him is in a record and how it is used.

[3] U.S. Department of Health, Education, and Welfare, *Records Computers and the Rights of Citizens: Report of the Secretary's Advisory Committee on Automated Personal Data Systems,* DHEW Publication No. (OS) 73-94, p. 12. Washington: U.S. Government Printing Office, July 1973.

[4] *Ibid.,* ch. II.

- There must be a way for an individual to prevent information about him that was obtained for one purpose from being used or made available for other purposes without his consent.
- There must be a way for an individual to correct or amend a record of identifiable information about him.
- Any organization creating, maintaining, using, or disseminating records of identifiable personal data must assure the reliability of the data for their intended use and must take precautions to prevent misuse of the data.[5]

These basic principles are reflected in the recommendations for student records presented in this chapter and in the Family Educational Rights and Privacy Act of 1974.[6]

GUIDELINES FOR INCLUDING INFORMATION IN A STUDENT RECORD

The first step in developing and safeguarding student records is assuring that the information included in the record is both necessary and accurate. For this purpose, guidelines for developing and maintaining the student record—such as those suggested below—should be formulated locally in accordance with applicable State and local laws, regulations, and policies, as interpreted by competent legal counsel.

For developing student records, local school systems and individual institutions should have procedures for assuring the careful selection of record items about students, and for the careful collection of these items. Additional information of temporary value may be used by school personnel, but should not be inserted into a record to be maintained over a period of time.

In general, schools should:

SELECT	EXCLUDE
–*only* information which can assist the student with academic, personal, social, and vocational decisions.	–information judged not relevant to the student's welfare.
–information of permanent or semipermanent value.	–information which is not accurate.
	–information of temporary value.
	–information which will not be used.

In the record-building procedures, parents and/or the student should have the opportunity to review data being collected and consent to its being entered into his record. This is particularly important for data pertaining to potentially sensitive portions of the record such as family background, racial group, and medical history.

To maintain an accurate and relevant record, procedures should be developed and implemented to:

- Permit review of the record by parents (or by the student, if an adult) who then may request correction or removal of inaccurate or irrelevant information.
- Have the record reviewed and updated periodically by appropriate staff members. If an annual or biennial review is not feasible, records should be reviewed at major transition points, such as when the student progresses from one school level to another (e.g., elementary to junior high school, or junior to senior high school), or when the student transfers to another school.

These procedures for maintaining an accurate and relevant record should direct school personnel to:

RETAIN	CORRECT	DISCARD (OR DESTROY)
–information judged relevant to the student's welfare.	–information which is incorrect.	–information judged no longer relevant to the student's welfare.
–information needed for legal reasons.		–information which will not be used.
–information of historical significance.		–information which is out-of-date.

In discarding record data, many written school records may be disposed of as waste paper, that is, burned or buried without supervision. Written records

[5] *Ibid., p. 41.*

[6] Section 438 of the General Education Provision Act (GEPA), as added by Section 513 of Public Law 93-380, the Education Amendments of 1974, enacted August 21, 1974. In brief summary, the Family Educational Rights and Privacy Act of 1974 imposes several requirements on educational bodies receiving Federal educational funds: that no funds shall be made available to educational bodies which deny or prevent parents (or students over 18 or at the postsecondary level) the right to inspect all official records and other materials relating to their children and to challenge the contents. The Act also prohibits the release of personally identifiable data except to specified persons without the written consent of parents. Officials should familiarize themselves with the provisions of the Act and related provisions. The text of the Act is included in appendix H on page 197. See also Section 440 of GEPA, as added by Public Law 93-380, included on page 199.

about individual students, on the other hand, generally are considered confidential and should be shredded or burned under supervision of the staff member responsible for the record, or his designee. Individual student data on punched cards, tapes, and disks should be destroyed with similar care.

A minimum of information should be maintained after the student leaves the school or school system. Subjective information should be destroyed, including ratings, observations, and anecdotal records made by teachers and counselors. In most instances, information kept in the permanent file—that is, after the student has graduated from high school or attained the age of 21 years—need include no more than:

- Student's legal name
- Any other name
- Social security number (if known)
- Sex
- Date of birth
- Names of parents
- Student's address (last known, while in school or school system)
- Date of entry
- School from which received
- Courses and cocurricular activities, with applicable marks and/or reports (except for elementary and middle school)
- Progress
- Date of withdrawal
- Type of withdrawal
- School to which student transferred

This permanent information should be maintained for whatever length of time required by applicable legislation, regulation, and policies. In most public school systems, this should be for a minimum of 100 years.

TYPES OF STUDENT RECORDS

Student information is included in 3 types of records: cumulative records, special student services records, and confidential reports from the records of outside agencies.

Cumulative student records are continuous and current records of significant factual information regarding the progress and growth of individual students as they go through school, generally including personal identifying data; selected family data; selected physical, health, and sensory data; standardized test data; membership and attendance data; and school performance data.

Special student services records originate as reports written by any student services worker (or pupil personnel services worker) of the local educational agency for the express use of other professionals within the agency, including systematically gathered teacher or counselor observations, verified reports of serious or recurrent behavior problems, and selected health data. Normally, these records are maintained separately from the cumulative student records.

Confidential reports from outside agencies include confidential information from the records of cooperating agencies and individuals such as child welfare agencies, hospitals, or juvenile courts; or correction officers and private practitioners.[7]

Records within each school system or institution are likely to be kept in various locations, e.g., in the office or room of a principal, dean, teacher, counselor, nurse, psychologist, or registrar, or in a centralized location. Wherever kept, the three types of records should be maintained separately so that they will not be combined inadvertently, resulting in some student information being released by mistake in accordance with procedures established for a different type of record.

GUIDELINES FOR ACCESS TO STUDENT RECORDS

The second major step in safeguarding student records from improper use is the development of policies for access to these records. An interpretation of how this concern about access might be incorporated into local or State guidelines is shown in figure IIb.

Figure IIb indicates types of persons and institutions which commonly seek access to the three types of student records (described above). The degree or conditions of access recommended is represented by the numbers.

Confidential reports from outside agencies should be seen or used only as required by professional school staff, the student, and the student's parents. The release of information from such a confidential report to any other party should be the prerogative of the agency or individual originating the report. For *special*

[7] Any such reports should be accepted only with the mutual understanding that they will not be incorporated into cumulative records or special student services records, they will be under the direct supervision of qualified school personnel, and they will be made available on request to students or their parents. Cooperating agencies and individuals should be informed of local policy for releasing such information to parents, students, professional school staff, and others.

Figure IIb.–Illustrative Guidelines for Access to Records of Individual Students at the Elementary and Secondary Level

(This illustration for a hypothetical elementary-secondary school system should be modified by local school systems and institutions to be in conformity with applicable laws, regulations, and policies.)

Person or agency seeking access	Cumulative records	Special student services records	Confidential reports from outside agencies
Students and/or parents	1	2	2
Professional school staff	1	3	3
Other elementary and secondary schools	4	7	8
Postsecondary educational institutions	7	7	8
Prospective employers	7	7	8
Researchers	6	6	8
Governmental auditors and evaluators	5	5	8
Other selected agencies, e.g., State education agencies, other governmental units, hospitals, insurance companies, credit companies	7	7	8
All other persons and agencies	8	8	8

KEY:
1. Complete access is permitted.
2. On a professional consultation basis, parents or the student (if an adult) have access to the student's record (the student who is a minor having parental permission).
3. The record may be shared on a need-to-know basis with other professionals within the school at the discretion of the person in charge of the record.
4. Information from the cumulative record may be released to officials of other schools when a request for transfer of records has been received.
5. When the school provides data from student records for purposes of governmental audits or evaluations, assurances must be given to the school that the student data will be protected.
6. The school may provide data from its records for outside research purposes without consent; however, the identification of individual students must be withheld.
7. Except as indicated under no. 5 for governmental auditors and evaluators, requests for information from this record, or portions of it, from other agencies must be accompanied by a release signed by the parent or by the student (if an adult), and then referred for the approval of the originator of the record or his department director.
8. This information is not to be released by the school, except in compliance with judicial order or pursuant to a lawfully issued subpoena. (NOTE: Any decision to release confidential information supplied by a cooperating agency or individual—outside the local education agency—should be considered the responsibility and prerogative of that agency or individual, and not of the local education agency.)

student services records, no information identifiable with a student should be made available without a release signed by a parent or the student (if an adult), except to the student, his parents, professional school staff members with a need to know, and authorized auditors and evaluators. *Cumulative record information* may be forwarded on request to other schools, and examined as required by professional school staff, governmental auditors and evaluators, students, and parents. A parent or student may authorize the use of portions of the cumulative record by other persons, institutions, and organizations.

Students are entitled to know the identity of persons who have examined segments of their records or to whom portions have been sent. A record should be maintained of such persons by using an information requisition (see page 140 and figure A-12 on page 161), by listing transcript requests (see item 6 23 00 on page 98), or by other appropriate procedures.

Student records are transferred from one individual or agency to another for a number of purposes. The transferring of these records is a common occurrence of some concern.

Local and State education agencies may wish to give serious consideration to a standard transmittal record form for use in transferring the most significant elements of student record information from one agency in a State to another. Such a form is illustrated in figure A-10 on page 160. The information entered on the form is drawn from the student file. Ideally, the student (or parent) receives a copy of the completed

form when withdrawing from a school; he presents it when enrolling at his new school.

The new school uses the transmittal record to determine initial placement of the student in his school work. Additional appropriate information may be requested from the previous school by use of a post card, such as the one shown in figure A-11 on page 161. This card may serve also to officially notify the previous school that the student has indeed enrolled in a new school. Information of a confidential nature concerning the student is sent only when it is believed to be in the best interests of the student to do so, and if approved by the student (if of age) or a parent.

When information is transferred to a third party, this should be done only on the condition that this third party not permit any other party to have access to the information without the written consent of the student or parent, as appropriate.

GUIDELINES FOR PROTECTING CONFIDENTIALITY OF RECORDS IN A COMPUTERIZED DATA BANK

A third major step in safeguarding student records is through measures to limit access and protect the confidentiality of student data in a computerized data bank.

When a school or school system uses automatic data processing, provision should be made for safeguarding information that could be traced to, or identified with, individual students. Safeguards include, initially, the careful design of questionnaires, inventories, interview schedules, and other data gathering instruments and procedures to limit the personal information to be acquired to that absolutely essential. Additional safeguards include the encoding or enciphering of names, addresses, serial numbers, and of data transferred to tapes, disks, and printouts. Secure, locked spaces and cabinets may be necessary for handling and storing documents and files. Codes should always be kept in secure places, distinctly separate from encoded data. The shipment, delivery, and transfer of all data, printouts, and files between offices and institutions may require careful controls. Computer to computer transmission of data may be restricted or forbidden. Provision should also be made for the destruction of all edited, obsolete, or depleted data on punched cards, tapes, disks, and other records.[8]

Computers with magnetic disk files usually have the capability of interrupting a program in operation and inquiring into a file from the computer console or from a terminal at a remote location. The computer can transmit information to the terminal, where it may be printed or displayed on a cathode ray tube. This permits interaction between the individual entering the data and the computer. Because the use of a terminal gives the user direct access to the computer memory and, in many cases, to the data base or data bank itself, it is necessary to develop safeguards to prevent unauthorized individuals from accessing confidential information and to guard against unwarranted modification of file data.

What are some of these security precautions? First, the use of the terminal should be restricted to authorized personnel. If possible, information requests should be forwarded to a member of the central office staff who is authorized to work with the data base. If the request is in order, this individual will look up the record and report the desired information to the requester.

A second technique for safeguarding access to the data base is to require the inquirer to enter a password before the computer will allow interrogation of the data base. Knowledge of the password is limited to authorized staff members, and the password is changed periodically to ensure confidentiality.

Another procedure for protecting confidentiality involves the use of an information requisition, such as that illustrated in figure A-12 on page 161 and described on page 140. Such a form helps assure compliance with established safeguard procedures and serves later as a record identifying persons and organizations who request information, showing who authorized the release of data, and indicating what information was transmitted.

DEVELOPMENT OF POLICY FOR STUDENT RECORDS

Educators are seeking answers to a series of questions about the large body of student data in information systems. Among these questions are:

- Must parents and students approve all data gathered into a student's record?
- If they (parents and/or student) object to a specific item of information in the student's record, must it be removed? What procedures for appeal should be available to the parent or student?
- May information gathered by the school for one

[8] *The Institutional Guide to DHEW Policy on Protection of Human Subjects.* Washington: U.S. Government Printing Office (DHEW Publication No. (NIH) 72-102), 1971, page 6.

purpose (such as obtaining test scores for vocational counseling) also be used for another purpose (such as using the same scores on applications for college admission)?

- Are both attendance data and achievement test data "public record," and therefore to be made available to the general public upon request? If made available, should this be only on a group (aggregate) basis, an individual basis, or both?
- May a student sign a release for data about himself even though he is not yet of legal age?

Answers to such puzzling questions are policy matters at local and State levels, where extensive and careful deliveration must be given to management of personal data and to confidentiality. For agencies and institutions receiving Federal education funds, these matters are subject to Federal legal requirements.

Fundamental to any discussion of confidentiality—and to policy development at local or State levels—are those rights of students that are defined by law. Accordingly, educators are urged to consult an attorney as a way to become familiar with those statutes and common law precedents which may pertain to student records. For example, legislation may:

- Require, as does the Family Educational Rights and Privacy Act, policies to ensure confidentiality of student records, and to ensure parents' or students' rights to inspect and challenge these records.
- Require disclosure of records pursuant to legal process.
- Protect confidential communications.
- Define invasion of privacy.
- Define what constitutes consent (e.g., for releasing a record) and who may give consent.
- Define negligence.
- Limit charitable and governmental immunity; that is to say, in some instances educators may not be immune from prosecution for harm done to students resulting from negligence with respect to infringement on confidentiality or privacy.

If effective action is to be taken in protecting or guaranteeing confidentiality, knowledge of the law is essential. All data handling procedures must be in compliance with the law.

To assure that legal requirements are met, and that ethical and moral responsibilities are carried out appropriately and effectively, education agencies and institutions are advised and urged to establish written policies and guidelines for maintaining privacy and confidentiality of student records. Such policies and guidelines should state principles and procedures for considerations such as:

- Selecting appropriate information items for student records.
- Carefully collecting these items.
- Using sampling techniques for research or statistical purposes rather than obtaining record data for all possibly relevant students or institutions.
- Maintaining relevant, accurate, and confidential records.
- Carefully screening persons who will handle confidential information.
- Restricting access to student records by school personnel.
- Safeguarding data (or restricting access) while data are in the possession of any contracting organization.
- Safeguarding individual student records being transferred to other schools or school systems, State education agencies, and elsewhere.
- Safeguarding data tapes being transferred to other agencies.
- Transferring personal information to an authorized third party only on the condition that this third party not permit any other party to have access to the information without the written consent of the student or parents, as appropriate.
- Concealing the identify of individuals or institutions desiring or entitled to confidentiality, through appropriate procedures for aggregating, encoding, and releasing sensitive data.
- Destroying record data no longer needed.

Major responsibility should be assigned for assuring the effective implementation of these procedures. This responsibility might rest with the board of education, or with a designated official or committee.

And who is to be given authority for reviewing the effectiveness of procedures designed to safeguard student records? The board of education? School personnel? Students? Parents, or other members of the community? Or, what combination of these?

Reflecting a related concern, the U.S. Department of Health, Education, and Welfare has issued a guide to help implement its policy for safeguarding the rights and welfare of human subjects involved in activities supported by grants or contracts from the Department.[9] This policy is concerned with persons who may

[9] *Ibid.*, p. 2.

be considered "at risk" when exposed to the possibility of harm—physical, psychological, sociological, or other—as may occur in a number of circumstances resulting from activities which go beyond the application of established and accepted methods for meeting the needs of these persons.

Principles stated in the DHEW Guide may be applied to help safeguard student records against improper use by the schools or against release of student information to individuals or organizations outside the schools without the informed consent of the student (if an adult) or his parent. The Guide may be interpreted as recommending that educational agencies and many individual institutions should establish and maintain a committee competent to review policies, procedures, and activities involving student records. The membership of this review committee might include students and parents as well as appropriate representatives of such groups as teachers, counselors, principals, the board of education, and the general public. This committee should be assigned responsibility for assuring that student data are collected, stored, accessed, used, and discarded in such a way that:

- The rights and welfare of students are adequately protected.
- The potential benefits to students resulting from any particular use of their records outweigh the potential risks.
- Informed consent is obtained from students or parents, by adequate and appropriate methods, for including certain data in student records and using it (or releasing it) for specified purposes.

Continuing constructive communication should be maintained between the review committee and the board of education, school administrators, and those members of the school staff who handle student data. Further, appropriate and informative records should be maintained for the committee to use when it reviews policies and procedures, or when it examines documentation of informed consent or other documentation that may pertain to the collection, use, and release of student records.

All activities of this committee should be conducted with objectivity, and in such a manner as to ensure the exercise of independent judgment by members. For example, any committee member should be excluded from decisionmaking about any policy, procedure, or use in which he has an active role or a conflict of interest.

Overall, any educational agency or institution should periodically reassure itself through appropriate administrative overview that the policies and procedures designed for protecting the rights and welfare of its students are being applied effectively.

CAUTIONS AGAINST EXCESSIVE RESTRICTIONS ON DATA USE

Although the student and parents should be protected from harmful or inappropriate use of student records, caution should be exercised so that data-use restrictions do not prevent beneficial and appropriate use of student data. Policies and procedures should, at the very least:

- Provide for obtaining the minimum data required for local administrative needs and State-mandated reports.
- Permit collection of data required for proper guidance of the student.
- Provide for oral consultation between professional personnel about the student and his record.
- Encourage schools to forward to other schools data necessary to the proper placement of students who transfer. In this regard, State and local education agencies may find it desirable to reach agreement about data recommended to be included in transcripts so as to provide adequate information without violating confidentiality.
- Permit appropriate assembling and reporting of statistical information for legitimate research, evaluation, and audit purposes, when identification of individual students is protected.

SUMMARY OF ISSUES

The issues of student data management and confidentiality may be summarized by six broad policy statements of a committee of the Michigan Child Accounting and Attendance Association.[10] The first two statements focus on the issue of *what data should be a part of the student record:*

STATEMENT I

Information concerning students should be collected for the purpose of assisting school personnel in helping students with their academic, personal, social, and vocational decisions.

[10]Michigan Child Accounting and Attendance Association, *Committee Reports, Information Guide for the Collection—Maintenance—Dissemination of Student Records.* Pontiac, Mich.: The Association, 1972. The term "pupil" in the MCAAA statements is shown here as "student"; the term "education agencies" replaces the term "school districts." Statement V has been edited slightly.

STATEMENT II

Education agencies should have written policies concerning the collection, maintenance, use, and dissemination of student records. Parents, students, and school personnel should be aware of these policies.

It is intended (in the second statement) that provision should be made in local policies for parents or students to review student data before these data are placed in the record. Provisions should enable parents or students to object when they feel that such data are not correct or do not belong in the record.[11]

Two statements are addressed to the issues of *how data in the student record may be reviewed, verified, and corrected:*

STATEMENT III

Education agencies should have procedures to verify the accuracy of data in the student's permanent record and to destroy information no longer pertinent or required by law.

STATEMENT IV

Education agencies should have policies and procedures which allow the parent or student the right to review, verify, and challenge the accuracy of the information in the student's permanent record. These policies should include procedures for appeal if a parent or student believes the record is in error.

Thus, parental and student review of data maintained in a student's file is provided for specifically after the data are placed in the record.

The final two policy pronouncements deal with the issue of *how access to student data may be controlled:*

STATEMENT V

No one other than authorized school personnel, parents, or students, on a need-to-know basis, should have access to a student's permanent record without either the written permission of the student or his parents, or a subpoena. If such student is a minor, the parents or legal guardian must give permission for release of information contained in the student's permanent record.[12]

STATEMENT VI

Education agencies should include in their written policies, procedures that would provide for the control and use of the permanent student record in educational research and school management.

These six statements emphasize the need for written policies at local and State levels to assure that student records are developed and used in the best interests of the students. In like manner, the use of student records also should serve the best interests of the school system or institution. Recordkeeping activities, therefore, should be carried out in a spirit of mutuality, to the benefit of the institution (or the general public welfare) as well as for the benefit and welfare of the individual. Records should serve both. Neither should have complete and unilateral control of student records.

State and local laws, regulations, policies, and needs for using and safeguarding student records do vary greatly. For this reason, each school system or institution must find its own manner for dealing most effectively with data management and confidentiality issues, stating resultant policies and procedures *in writing* to assure clarity and uniformity of interpretation. When such policies and procedures are published at appropriate intervals (e.g., annually), parents, students, school personnel, and others may become familiar with them, and help apply them and improve them.

* * * * * *

This chapter has presented some considerations (including legal requirements for those receiving Federal education funds) for managing student records and assuring their confidentiality. Student records are necessary if schools are to provide a most effective educational program. All data in these records should be needed and accurate, used or transmitted to others only for appropriate purposes in the best interests of both student and school.

The chapter which follows contains a classification of student data. Specific terms which might be considered for inclusion in particular student data systems are included in chapter IV.

[11] If the record is not modified to respond fully to the objection, the objection itself should become a part of the record.

[12] For administrative convenience, it may be desirable to obtain blanket authorization from given students at the beginning of a school term for the release of particular portions of their records for specified purposes. For example, students might be given an opportunity to request in advance that information about attendance and course marks be sent on request to prospective employers or to postsecondary educational institutions where the student seeks to enroll.

Chapter III

CLASSIFICATION OF INFORMATION ABOUT STUDENTS

Categories of information for describing students and groups of students are included in this chapter. These categories are included in the handbook because they encompass data which can be useful to teachers and counselors in assisting students, and to educational administrators in operating their school systems and schools. Major items within the categories are presented in a classification format to show the full scope of handbook items and the relationships of information categories and items to each other.

The five-digit sequence in the listing represents a numerical indexing code for classifying student information, as used in this handbook and as outlined in chapter I, pages 3 and 4. These five digits are intended for this purpose only and were not developed as codes to be used in computer processing. However, chapter IV contains additional detailed items having two digits following the decimal points, and these two digits may be adapted or used in computer programing.

Illustrative of the coding in this chapter is "1 05 02 Evidence Verifying Date of Birth." The first digit "1" refers to "Personal Identification"; the first three digits "1 05" refer to "Birth and Age Data"; the five digits "1 05 02" identify "Evidence Verifying Date of Birth." The detailed codes providing the multiple choice answers are found in chapter IV, e.g., ".01" following the 1 05 02 refers to "Birth Certificate," and ".02" to "Hospital Certificate."

The eight major classifications of student items in this manual, with the first digit code, are:

1 Personal Identification
2 Family and Residence
3 Physical, Health, Sensory, and Related Conditions
4 Mental, Psychological, and Proficiency Test Results and Related Student Characteristics
5 Enrollment
6 Performance
7 Transportation
8 Special Assistance and Tuition

The categories through the first three digits are shown in figure 1b, page 4. The definitions in chapter IV are in the same sequence, and their corresponding page numbers are included in the listing which follows as a reference aid.

As additional guidance to school administrators, the listing provided in this chapter identifies by the use of the symbol "X" those items which may be considered as basic to a student information system at different levels of instructional organization. These suggestions generally represent the minimum data needed to serve the student and to aid the school in curriculum development, instruction, student services activities, and administration.

PERSONAL IDENTIFICATION

1 00 00

Included under this heading are items of information which may be used in identifying an individual student.

Code	Description	Definition on page no.	Organizational level: Elementary and secondary	Community/ junior college	Adult education
1 01 00	**NAME**	29			
1 01 01	*Legal Name*	29	X	X	X
1 01 02	*Any Other Name*	29	---	---	---
1 02 00	**STUDENT NUMBER**	30	X	X	X
1 02 01	*Social Security Number*	30	---	---	---
1 02 02	*Other Student Number*	30	---	---	---
1 03 00	**SEX**	30	X	X	X
1 04 00	**RACIAL/ETHNIC GROUP**	30	X	X	X
1 05 00	**BIRTH AND AGE DATA**	31			
1 05 01	*Date of Birth*	31	X	X	---
1 05 02	*Evidence Verifying Date of Birth*	31	X	---	---
1 05 03	*Age Group of Student (in Adult Education)*	32	---	---	X
1 05 04	*Place of Birth*	32	X	---	---
1 06 00	**MINOR/ADULT STATUS**	32	X	---	---
1 07 00	**FAMILY RESPONSIBILITY**	33	---		
1 07 01	*Marital Status*	33	---	X	X
1 07 02	*Number of Dependents*	33	---	---	---
1 08 00	**CITIZENSHIP STATUS**	33	---	---	---
1 09 00	**LANGUAGE CONSIDERATIONS**	33			
1 09 01	*Fluency with English (Standard American)*	34	X	X	X
1 09 02	*Other Languages and/or Dialects in which Fluent*	34	---	---	---
1 09 03	*Language and/or Dialect Predominant in the Home*	34	---	---	---
1 11 00	**VETERAN BENEFIT STATUS**	34	X	X	X

FAMILY AND RESIDENCE

2 00 00

Information under this heading concerns members of the student's family and their residence.

Code	Description	Definition on page no.	Organization level: Elementary and secondary	Community/ junior college	Adult education
2 10 00	**PARENTS**	35			---
2 11 00	**Male Parent**	35			---
2 11 01	*Name of Male Parent*	35	X	X	---
2 11 03	*Relationship to Student*	35	X	---	---
2 11 04	*Living/Deceased*	35	---	---	---
2 11 05	*Education of Male Parent*	35	---	---	---
2 11 06	*Occupation of Male Parent*	35	---	---	---
2 11 10	*Employment of Male Parent*	37	---	---	---
2 11 11	Nature of Employment	37	---	---	---
2 11 12	Employer of Male Parent	37	---	---	---
2 11 13	Occupational Status	37	---	---	---
2 12 00	**Female Parent**	38			---
2 12 01	*Name of Female Parent*	38	X	X	---
2 12 02	*Maiden Name*	38	---	---	---
2 12 03	*Relationship to Student*	38	X	---	---
2 12 04	*Living/Deceased*	38	---	---	---
2 12 05	*Education of Female Parent*	38	---	---	---
2 12 06	*Occupation of Female Parent*	38	---	---	---
2 12 10	*Employment of Female Parent*	38	---	---	---
2 12 11	Nature of Employment	38	---	---	---
2 12 12	Employer of Female Parent	38	---	---	---
2 12 13	Occupational Status	39	---	---	---
2 13 00	**Sponsor (for overseas dependent schools of the U.S. Department of Defense)**	39	---	---	---
2 20 00	**RESPONSIBLE ADULT OF DOMICILE (if not the student or a parent)**	39	---	---	---
2 20 01	*Name of Responsible Adult*	39	---	---	---
2 20 02	*Maiden Name (if appropriate)*	39	---	---	---
2 20 03	*Relationship to Student*	39	---	---	---
2 30 00	**BROTHERS AND SISTERS LIVING IN THE HOUSEHOLD**	39	---	---	---
2 30 01	*Names*	39	---	---	---
2 30 02	*Relationship to Student*	39	---	---	---
2 30 03	*Dates of Birth*	40	---	---	---
2 30 04	*Names of Schools Attended*	40	---	---	---
2 30 05	*Student Numbers*	40	---	---	---
2 40 00	**FAMILY ECONOMIC INFORMATION**	40	---	---	---
2 40 01	*Family Self-Sustaining*	40	---	---	---
2 40 02	*On Welfare*	40	---	---	---
2 40 09	*Other Family Economic Information*	40	---	---	---
2 50 00	**FAMILY SOCIAL/CULTURAL INFORMATION**	41	---	---	---
2 60 00	**RESIDENCE DATA**	41			
2 60 10	**Residence of Student**	41			
2 60 11	*Address*	41	X	X	X
2 60 12	*Telephone Number*	41	X	X	X
2 60 20	**Residence of Male Parent, if different**	41			---
2 60 21	*Address*	41	X	X	---
2 60 22	*Telephone Number*	41	X	---	---
2 60 30	**Residence of Female Parent, if different**	42			---
2 60 31	*Address*	42	X	X	---

FAMILY AND RESIDENCE—Continued

Code	Description	Definition on page no.	Organizational level: Elementary and secondary	Community/ junior college	Adult education
2 60 32	*Telephone Number*	42	X	---	---
2 60 40	**Residency Status of Student**	42			
2 60 41	*Administrative Unit Location*	42	X	X	X
2 60 42	*Reason for Attending School Outside Usual Attendance Area*	42	---	---	---
2 60 50	**Census Zone Number**	42	---	---	---
2 60 60	**Residence Block Number**	42	---	---	---
2 60 70	**Other Geographical Area**	43	---	---	---
2 60 80	**Student Housing**	43	---	---	---
2 60 81	*Type of Housing*	43	---	---	---

PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS

3 00 00

Information under this heading concerns various aspects of the student's physical development; sensory, physical, and related conditions; medical history; physical examinations; referrals; physical impairments; and emergency information.

Code	Description	Definition on page no.	Organization level: Elementary and secondary	Community junior college	Adult education
3 01 00	**STUDENT MEDICAL RECORD NUMBER**	44	---	---	---
3 10 00	**HISTORY OF PHYSICAL DEVELOPMENT**	44		---	---
3 11 00	**Height**	44	X	---	---
3 12 00	**Weight**	44	X	---	---
3 13 00	**Oral Health**	44	---	---	---
3 13 01	*Number of Teeth*	44	---	---	---
3 13 02	*Number of Permanent Teeth Lost*	45	---	---	---
3 13 03	*Number of Teeth Decayed*	45	---	---	---
3 13 04	*Number of Teeth Restored*	45	---	---	---
3 13 05	*Occlusion*	45	---	---	---
3 13 06	*Gingival (Gum) Condition*	45	---	---	---
3 13 07	*Condition of Oral Soft Tissues*	45	---	---	---
3 13 08	*Dental Prosthetic Appliances*	46	---	---	---
3 19 00	**Other Significant Aspects of Physical Development**	46	---	---	---
3 20 00	**SENSORY, PHYSICAL, AND RELATED CONDITIONS**	46			---
3 21 00	**Vision**	46			---
3 21 01	*Vision Test*	46	---	---	---
3 21 02	*Uncorrected Vision*	46	---	---	---
3 21 03	*Corrective Glasses or Lenses Required*	47	---	---	---
3 21 04	*Corrected Vision*	47	---	---	---
3 21 05	*Visual Impairment*	47	X	X	---
3 22 00	**Hearing**	47			---
3 22 01	*Screening Test (Hearing)*	48	---	---	---
3 22 02	*Pure Tone Audiometric Test*	48	---	---	---
3 22 03	*Speech Discrimination Test (Unaided)*	48	---	---	---
3 22 04	*Speech Discrimination Test (Aided)*	48	---	---	---
3 22 05	*Other Audiometric Tests*	48	---	---	---
3 22 06	*Overall Evaluation of Hearing*	48	---	---	---
3 22 07	*Auditory Handicap*	49	X	X	---
3 22 08	*Age at Onset of Hearing Impairment*	49	---	---	---
3 23 00	**Speech and Language**	49			---
3 23 01	*Speech and/or Language Test*	49	---	---	---
3 23 02	*Overall Evaluation of Speech and Language*	49	---	---	---
3 23 03	*Communication Disorder*	50	X	X	---
3 24 00	**Orthopedic Condition**	51	---	---	---
3 25 00	**Neurological Condition**	51	---	---	---
3 26 00	**Cardiac Condition**	51	---	---	---
3 27 00	**Other Physical Condition**	51	---	---	---
3 28 00	**Physical and/or Health Handicap**	51	X	X	---
3 29 00	**Physical Anomalies and Cosmetic Conditions of Potential Emotional Significance**	52	---	---	---
3 30 00	**MEDICAL HISTORY**	52			---
3 31 00	**Diseases, Illnesses, and Other Temporary Conditions**	52	---	---	---
3 32 00	**Immunizations**	52	X	X	---

PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued

Code	Description	Definition on page no.	Organizational Level: Elementary and secondary	Community/ junior college	Adult education
3 33 00	**School-Related Injuries and Medical Treatments**	54	X	X	---
3 33 01	*School-Related Injuries*	54	---	---	---
3 33 02	*Medical Treatments at School*	55	---	---	---
3 34 00	**Other Serious Injuries**	55	X	X	---
3 35 00	**Surgery**	55	X	X	---
3 36 00	**Drug Abuse**	55	---	---	---
3 37 00	**Medical Laboratory Tests and Procedures**	55			---
3 37 01	*Tuberculosis Test Results*	55	X	X	---
3 37 02	*Blood Test Results*	56	---	---	---
3 37 03	*Results of Other Medical Laboratory Tests and Procedures*	56	---	---	---
3 39 00	**Other Medical History**	56	---	---	---
3 40 00	**REFERRALS FOR PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS**	56			---
3 40 01	*Person or Agency Making Referral*	56	X	X	---
3 40 02	*Person or Agency to Whom Referred*	56	X	X	---
3 40 03	*Cause of Referral*	56	X	X	---
3 40 04	*Purpose(s) of Referral*	56	X	X	---
3 40 05	*Referral Completed*	57	X	X	---
3 40 06	*Report from Referral Person or Agency*	57	X	X	---
3 50 00	**PHYSICAL EXAMINATIONS**	57			---
3 50 01	*Type of Physical Examination*	57	---	---	---
3 50 02	*Examiner*	57	X	X	---
3 50 03	*Examination Results*	58	X	X	---
3 60 00	**PHYSICAL, HEALTH, AND SENSORY IMPAIRMENTS**	58			---
3 60 01	*Nature of Impairment*	58	X	X	---
3 60 02	*Extent of Impairment*	58	X	X	---
3 70 00	**LIMITATIONS ON SCHOOL ACTIVITIES**	58			---
3 70 01	*Nature of Limitation*	58	X	X	---
3 70 02	*Cause of Limitation*	59	X	X	---
3 70 03	*Duration of Limitation*	59	X	X	---
3 70 04	*Person Recommending Limitation*	59	---	---	---
3 80 00	**EMERGENCY INFORMATION**	59			
3 80 01	*Person(s) to be Notified in Case of Emergency*	59	X	X	X
3 80 02	*Emergency Factor*	59	X	X	X
3 80 03	*Physician*	60	X	X	X
3 80 04	*Hospital Preference*	60	---	---	---
3 80 05	*Dentist*	60	---	---	---
3 80 06	*Insurance Coverage*	60	---	---	---
3 80 07	*Religious Considerations*	60	---	---	---
3 80 09	*Other Specific Information and Instructions*	61	X	X	X

MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS

4 00 00

Information recorded under this heading involves the student's mental, emotional, and behavioral characteristics, as indicated by the results of standardized tests and inventories and by the findings of psychological appraisals.

Code	Description	Definition on page no.	Organizational Level: Elementary and secondary	Community/ junior college	Adult education
4 10 00	**MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TESTS AND INVENTORIES**	61			---
4 11 00	**Test Identification**	61			---
4 11 01	*Type of Test*	61	X	X	---
4 11 02	*Name of Test*	63	X	X	---
4 11 03	*Publisher of the Test*	63	X	X	---
4 11 04	*Copyright Date of Test*	63	X	X	---
4 11 05	*Level of Test*	63	X	X	---
4 11 06	*Form of Test*	63	X	X	---
4 12 00	**Form of Test Administration**	64			---
4 12 01	*Group/Individual Test*	64	X	X	---
4 12 02	*Written/Oral/Performance Test*	64	---	---	---
4 12 03	*Language in Which Test is Written or Given (if not English)*	64	---	---	---
4 12 04	*Date Test was Administered*	64	X	X	---
4 12 05	*Location of Test*	64	---	---	---
4 12 06	*Name and Title of Person Administering Test*	64	---	---	---
4 13 00	**Test Scoring**	64			---
4 13 01	*Test Results*	64	X	X	---
4 13 02	*Range of Scores*	65	---	---	---
4 13 03	*Norm Group*	65	---	---	---
4 13 04	*Type of Score Reporting*	65	---	---	---
4 20 00	**REFERRALS FOR SCHOOL WORK OR FOR INTELLECTUAL, SOCIAL, OR EMOTIONAL REASONS**	65			---
4 20 01	*Person or Agency Making Referral*	65	X	X	---
4 20 02	*Person or Agency to Whom Referred*	65	X	X	---
4 20 03	*Cause of Referral*	65	X	X	---
4 20 04	*Purpose(s) of Referral*	65	X	X	---
4 20 05	*Referral Completed*	65	X	X	---
4 20 06	*Report from Referral Person or Agency*	66	X	X	---
4 30 00	**SPECIAL MENTAL AND PSYCHOLOGICAL CHARACTERISTICS**	66		---	---
4 30 01	*Gifted and Talented*	66	X	---	---
4 30 02	*Underachievers*	67	---	---	---
4 30 03	*Slow Learners*	67	---	---	---
4 30 04	*Mentally Retarded*	67	X	---	---
4 30 05	*Seriously Emotionally Disturbed*	67	X	---	---
4 30 06	*Socially Maladjusted*	67	X	---	---
4 30 07	*Children with Specific Learning Disabilities*	67	X	---	---
4 30 09	*Other Behavioral and Psychological Characteristics*	68	X	---	---
4 40 00	**MOST EFFECTIVE STYLES OF LEARNING**	68	---	---	---

ENROLLMENT

5 00 00

Enrollment is a broad category which includes data about the student's entrance into the situation in which he will receive instruction (e.g., school, class, and instruction by correspondence), about his membership (including attendance, absence, tardiness, and early departure), and about his withdrawal (including completion of work, transfer, dropout, and death). Some State laws require the maintenance of this data not only for students actually enrolled in a public school, but for students in nonpublic schools as well.

Code	Description	Definition on page no.	Organizational level: Elementary and secondary	Community/junior college	Adult education
5 10 00	**ENTRANCE (ADMISSION)**	69			
5 11 00	**Date of Entry or Admission**	69			
5 11 01	*Date of Entry*	69	X	---	X
5 11 02	*Date of Admission*	69	---	X	---
5 12 00	**Type of Entry**	69	X	X	X
5 13 00	**Admission Status (Community/Junior College)**	72	---	X	---
5 14 00	**Former Dropout**	73	---	---	---
5 15 00	**School or Other Institution Previously Attended**	73			---
5 15 01	*Name and Address of School or Institution From Which Received*	73	X	X	---
5 15 02	*Name and Address of Other Institutions Previously Attended*	73	---	---	---
5 15 03	*Type of School From Which Incoming Student is Received*	73	---	---	---
5 16 00	**Educational Level Previously Completed by Adult Education Student**	73	---	---	X
5 17 00	**School Entered**	73	---	---	---
5 17 01	*Name of School and School System*	73	---	---	---
5 17 02	*School and System Number or Code (if any)*	74	---	---	---
5 17 03	*School Address*	74	---	---	---
5 18 00	**Dual Enrollment**	74			---
5 18 01	*Name of Second School and School System*	74	X	X	---
5 18 02	*Number or Code of Second School and System (if any)*	74	---	---	---
5 18 03	*Address of Second School*	74	---	---	---
5 19 00	**Type of School or Institution Entered**	74	---	---	---
5 19 01	*Preschool Organization*	74	---	---	---
5 19 02	*Elementary, Middle, and Secondary Schools*	75	---	---	---
5 19 03	*Community/Junior College*	76	---	---	---
5 19 04	*Adult School or Other Arrangement for Adult/Continuing Education*	77	---	---	---
5 21 00	**Grade Entered or Year in School**	77	X	X	---
5 22 00	**Location of Instruction**	77	X	X	X
5 23 00	**Type of Program Entered (Community/Junior College or Adult/Continuing Education)**	78	---	X	X
5 24 00	**Type of Class (or Instructional Grouping)**	79	X	X	---
5 25 00	**Principal Medium of Instruction**	79	---	---	---
5 26 00	**Full-Time/Part-Time Status**	79	X	X	---
5 27 00	**Day/Evening Status (Community/Junior College)**	80	---	X	---

ENROLLMENT—Continued

Code	Description	Definition on page no.	Organizational level: Elementary and secondary	Community/ junior college	Adult education
5 28 00	**Special Program Modification**	80	X	X	---
5 28 01	*Program Modification for Religious Reasons*	80	---	---	---
5 28 02	*Program Modification for Physical Reasons*	80	---	---	---
5 28 03	*Program Modification for Other Reasons*	80	---	---	---
5 28 04	*Special Resource Requirements*	80	---	---	---
5 31 00	**Course or Class Assignment**	81			
5 31 01	*Course/Class/Activity*	81	X	X	X
5 31 02	*Staff Member Name*	81	X	X	X
5 31 03	*Room Number*	81	X	X	X
5 31 04	*Period Number*	81	X	X	X
5 31 05	*Language of Instruction*	81	---	---	---
5 32 00	**Counselor**	81	---	---	---
5 33 00	**Homeroom Teacher**	81	---	---	---
5 40 00	**MEMBERSHIP AND ATTENDANCE**	81		---	---
5 41 00	**Membership Information**	81	---	---	---
5 41 01	*Number of Days of Membership*	81	---	---	---
5 41 02	*Percentage of Time in Membership (for an individual)*	82	---	---	---
5 42 00	**Attendance Information**	82		---	---
5 42 01	*Number of Days of Attendance*	82	X	---	---
5 42 02	*Number of Days of Absence*	83	X	---	---
5 42 03	*Reason for Absence*	83	---	---	---
5 42 04	*Referrals Because of Absence*	83	---	---	---
5 42 05	*Number of Times Tardy*	84	---	---	---
5 42 06	*Number of Early Departures*	84	---	---	---
5 42 07	*Released Time*	84	---	---	---
5 42 08	*Percentage of Time in Attendance (for an individual)*	84	---	---	---
5 50 00	**WITHDRAWAL**	84			
5 51 00	**Transfer**	84			---
5 51 01	*Type of Transfer*	85	X	X	---
5 51 02	*School or System to Which the Student Transfers*	85	X	X	---
5 52 00	**Completion of Schoolwork**	85	X	X	X
5 53 00	**Discontinuance of School (Dropping Out)**	86			
5 53 01	*Compulsory Attendance Status at Time of Discontinuing School*	86	X	---	---
5 53 02	*Reason for Discontinuing School*	86	X	X	X
5 53 03	*Residence After Discontinuing School*	88	---	---	---
5 53 04	*Source of Discontinuance Information*	88	---	---	---
5 54 00	**Death**	89	---	---	---
5 54 01	*Cause of Death*	89	---	---	---
5 54 02	*Source of Death Information*	89	---	---	---
5 60 00	**NONENTRANCE INFORMATION**	89	---	---	---
5 60 01	*Reason for not Entering Local Public Elementary or Secondary School*	89	---	---	---
5 60 02	*Source of Nonentrance Information*	90	---	---	---

PERFORMANCE

6 00 00

Information recorded under this heading concerns aspects of the student's activities and accomplishments, including those which are a part of the school program, those which are conducted outside the school, and those which are undertaken after he leaves the school.

Code	Description	Definition on page no.	Organizational level: Elementary and secondary	Community/ junior college	Adult education
6 10 00	**SCHOOL PERFORMANCE**	91			
6 11 00	**Program of Studies**	91			
6 11 01	*Type of Program of Studies*	91	---	X	---
6 11 02	*Type of Occupational Program of Studies*	91	---	X	X
6 11 03	*Type of Retraining Program*	91	---	X	X
6 11 04	*Area of Specialization*	91	---	X	X
6 12 00	**Course Information**	92			
6 12 01	*Subject-Matter Area or Department*	93	X*	X	X
6 12 02	*Course Code*	93	X*	X	X
6 12 03	*Descriptive Course Title*	93	X	X	X
6 12 04	*Grade Level*	93	X*	X	---
6 12 05	*Special Student Group for Which Course is Designed*	93	---	---	---
6 12 06	*Principal Medium of Instruction*	93	---	---	---
6 12 07	*Course Time Elements*	93	---	---	---
6 13 00	**Mark or Report for Student Performance**	94	X	X	X
6 14 00	**Credits (Units of Value)**	94			
6 14 01	*Credits Transferred in*	94	X*	X	X
6 14 02	*Credits Attempted (Given School Term)*	94	X*	---	---
6 14 03	*Cumulative Credits Attempted*	94	X*	---	---
6 14 04	*Credits Received: School Year*	94	X*	X	X
6 14 05	*Credits Received: Cumulative*	94	X*	X	X
6 15 00	**Mark Value**	94			
6 15 01	*Mark Points Transferred In*	95	X*	X	X
6 15 02	*Mark Points Received (Given Reporting Period)*	95	X*	X	X
6 15 03	*Cumulative Mark Points*	95	X*	X	X
6 16 00	**Mark-Point Average**	95			
6 16 01	*Mark-Point Average (Given School Term)*	95	X*	X	X
6 16 02	*Cumulative Mark-Point Average*	95	X*	X	X
6 16 03	*Size of Completion Group*	95	X*	X	X
6 16 04	*Rank in Completion Group*	95	X*	---	---
6 17 00	**Cocurricular Activity Information**	95	---	---	---
6 17 01	*Descriptive Activity Title*	96	---	---	---
6 17 02	*Activity Honors*	96	---	---	---
6 18 00	**Progress Information**	96			---
6 18 01	*Type of Promotion*	96	X	X	---
6 18 02	*Reason for Nonpromotion*	96	X	X	---
6 21 00	**Recognition for Completion**	96			
6 21 01	*Recognition for Graduation or Completion of Program of Studies*	97	X*	X	X
6 21 02	*Recognition for Completion of Self-contained Class, Course, or Cocurriculuar Activity*	97	X*	X	X
6 22 00	**Honors Information**	97	---	---	---
6 23 00	**Transcript Requests**	98	---	---	---

*Secondary School

PERFORMANCE—Continued

Code	Description	Definition on page no.	Organizational Level: Elementary and secondary	Community/ junior college	Adult education
6 30 00	**NONSCHOOL PERFORMANCE**	98	---	---	---
6 31 00	**Employment Information**	98	---	---	---
6 31 01	*Employer's Name*	99	---	---	---
6 31 02	*Hours Worked Per Week*	99	---	---	---
6 31 03	*Employment Permit Information*	99	---	---	---
6 31 04	*Work-Study Program Participation*	99	---	---	---
6 32 00	**Other Nonschool Performance Information**	99	---	---	---
6 32 01	*Description of Nonschool Activity*	99	---	---	---
6 32 02	*Nonschool Activity Honors*	99	---	---	---
6 33 00	**Nonschool Activity Interests**	99	---	---	---
6 40 00	**POSTSCHOOL PERFORMANCE**	99	---	---	---
6 41 00	**Postschool Interests and Plans**	99	---	---	---
6 41 01	*Subject Matter of Postschool Training or Education in Which Interested*	100	---	---	---
6 41 02	*Extent of Education Planned*	101	---	---	---
6 41 03	*Career Objectives*	101	---	---	---
6 42 00	**Postschool Education and Training Information**	101	---	---	---
6 42 01	*Type of Postschool Education or Training*	101	---	---	---
6 42 02	*Institution(s) in Which Enrolled*	102	---	---	---
6 42 03	*Honors and Recognitions Awarded*	102	---	---	---
6 43 00	**Postschool Occupation and Employment Information**	102	---	---	---
6 43 01	*Employer*	102	---	---	---
6 43 02	*Type of Work Performed*	102	---	---	---
6 43 03	*Military Service Experience*	102	---	---	---
6 44 00	**Other Postschool Activities**	102	---	---	---

TRANSPORTATION

7 00 00

Information recorded under this heading concerns the transportation of students. This information is collected primarily for the use of local school administrators and administrators of State programs of transportation. It should be maintained to whatever limits such recordkeeping is required by law or regulation or for effective operation of transportation programs.

Code	Description	Definition on page no.	Organization level: Elementary and secondary	Community/ junior college	Adult education
7 01 00	**TRANSPORTATION STATUS OF STUDENT**	103	X	---	---
7 02 00	**DISTANCE FROM HOME TO SCHOOL**	103	X	---	---
7 03 00	**ELEGIBILITY OF STUDENT FOR TRANSPORTATION AT PUBLIC EXPENSE**	103	X	---	---
7 04 00	**VEHICLE ON WHICH TRANSPORTED**	104	---	---	---
7 04 01	*Publicly Owned Vehicle*	104	---	---	---
7 04 02	*Privately Owned Vehicle*	104	---	---	---
7 05 00	**DISTANCE TRANSPORTED**	104	---	---	---
7 06 00	**LENGTH OF TIME TRANSPORTED**	104	---	---	---
7 07 00	**QUALIFICATION FOR STATE TRANSPORTATION AID**	105	X	---	---
7 08 00	**SCHOOLBUS NUMBER**	105	X	---	---
7 09 00	**SCHOOLBUS ROUTE NUMBER**	105	X	---	---
7 11 00	**SCHOOLBUS RUN NUMBER**	105	---	---	---
7 12 00	**BUS STOP IDENTIFICATION**	105	X	---	---

SPECIAL ASSISTANCE AND TUITION

8 00 00

Information recorded under this heading is administrative in nature and concerns situations in which receipt of money or other assistance by the school, the school district, the student, or his family is based upon the characteristics or status of the individual student or his family. Included is information concerning eligibility and participation in programs for which money is granted by the State and/or Federal Government. Such information should be maintained to whatever limits such recordkeeping is required by law or regulation.

Code	Description	Defintion on page no.	Organizational level: Elementary and secondary	Community/ junior college	Adult education
8 01 00	**STUDENTS WITH SPECIAL CHARACTERISTICS**	106	X	X	---
8 01 01	*Special Conditions*	106	---	---	---
8 01 02	*Multiple Conditions*	107	---	---	---
8 02 00	**FEDERAL EDUCATIONAL PROGRAM ELIGIBILITY**	107	X	X	X
8 03 00	**STATE EDUCATIONAL PROGRAM ELIGIBILITY**	108	X	X	X
8 04 00	**OTHER SPECIAL EDUCATIONAL PROGRAM ELIGIBILITY**	109	X	X	X
8 05 00	**WELFARE ELIGIBILITY**	109	---	---	---
8 06 00	**TUITION AND FEE INFORMATION**	109			---
8 06 01	*Tuition Requirement*	109	---	---	---
8 06 02	*Tuition Status*	109	X	X	---
8 06 03	*Tuition Paid By*	109	---	---	---
8 06 04	*Fees Paid By*	110	---	---	---

Chapter IV

DEFINITIONS OF ITEMS OF INFORMATION ABOUT STUDENTS

The use of commonly understood terminology is essential for efficient communication and reporting about students. The use of common data items also is a foundation for valid statistics and meaningful research. It can contribute substantially toward improving learning. The items of student information most needed for these purposes are listed and defined in this chapter. Thus, this is the most important chapter of the handbook.

The listing of information items in this chapter is comprehensive, but not exhaustive. Some possible items of information have not been included because they do not meet the criteria specified on page 2. Other items have been described in their broad categories only, with reference given to other sources where more detailed breakouts are available. In some instances where detailed listings and definitions of items are included in other handbooks of the State Educational Records and Reports Series, reference is made to those handbooks.[1]

No defintion is included twice in this chapter. If a term appears more than once, reference for definition is given to where the term first appears.

The coding in this chapter is essentially identical with the coding in chapter III, and is utilized primarily as a means of orderly classification. However, chapter III is limited to categories of items of information through their first 5 digits, whereas chapter IV, in addition to incorporating definitions, includes multiple choice responses to many of these categories. Categories may be further subdivided as required for specific records and reports, but they should not be combined in basic records.

The listing of items of information is quite extensive and should be reviewed by State and local school personnel in relation to their own needs and in accordance with local and State laws and regulations regarding educational reporting and confidentiality of student information. The subject of data selection and confidentiality is covered more fully in chapter II.

PERSONAL IDENTIFICATION

1 00 00

Included under this heading are items of information which may be used in identifying an individual student.

1 01 00 **NAME**

The legal name and any other name by which a person is known or may have been known.

1 01 01 *Legal Name*

The full legal name of a person including last name, first name, and middle name, and any appendage such as Jr. or III.

1 01 02 *Any Other Name*

Any name, other than the legal name, by which a person is known or may have been known, including the maiden name of a married female, or the traditional tribal or clan name of an American Indian. In Samoa, the Matai name should be recorded here.

[1] Complete publication information for these handbooks is included on page 111.

1 *PERSONAL IDENTIFICATION—Continued*

1 02 00 **STUDENT NUMBER**

The number assigned to the student for identification and recordkeeping purposes. Normally only one number need be used for identification.

1 02 01 *Social Security Number*

The Number assigned to a person by the Social Security Administration.

1 02 02 *Other Student Number*

A number assigned to a student by the school or school system, or used for identification and recordkeeping purposes (other than social security number), e.g., a serial identification number, birth certificate number, or universal birth number.

1 03 00.00 **SEX**

A person's sex: male or female.

.01 *Male*—A man or boy.
.02 *Female*—A woman or girl.

1 04 00.00 **RACIAL/ETHNIC GROUP**

A person's general racial or ethnic heritage. The following categories are based on and generally compatible with those expected to be used in the near furture by the DHEW Office for Civil Rights (OCR) (as of December 1974).[2] When this information is to be included in the records of individual students, each student (or the student's parents) should have the right and opportunity to select the appropriate category.

For purposes of reports to OCR (as anticipated in December 1974), the five categories which follow should be considered as mutually exclusive. The Hispanic category should be given priority; if a person is Hispanic, the Hispanic category *only* should be applied.

Where separate "racial" breakouts are desired, the one most appropriate category of the first four should be applied to each student. In addition, the Hispanic category *also* should be applied, where appropriate, making possible totals for *both* Hispanic and major racial groups. Similarly, where required for State or local purposes, any other ethnic or national group—such as Appalachian mountaineers, Greeks, or persons from the Indian subcontinent—may be identified through the use of a separate category.

If local or State needs require the subdivision of an entire category, compatible codes may be added for specific subgroups. In the case of American Indians, for example, tribal affiliations may be desired in certain States, in which case the use of codes .11 to .18 is suggested, with .19 for "Other." In Alaska, separate designations (also subdivisions of code .10) may be used for American Indians, Eskimos, and Aleuts. It may be desirable for some agencies to separately identify Puerto Ricans, Mexican-Americans (Chicanos), Cubans, and persons of other Hispanic backgrounds as subgroups in the same manner under code .50, Hispanic.

.10 *American Indian or Alaska Native*—A person having origins in any of the original peoples of the Western Hemisphere.

.20 *Asian (Oriental) or Pacific Islander*—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This includes, for example, Burma, China, Mongolia, Japan, Korea, the Philippine Islands, and Samoa.

[2] At the time this handbook was printed, agreements about categories and definitions for racial and ethnic groups were under development for all Federal agencies. Until such time as these agreements are completed, State and local agencies and institutions must refer to OCR (or to any other Federal agency requesting racial/ethnic data) for the specific reporting requirements of each data collection instrument.

.30 *Black/Negro*—A person having origins in any of the original peoples of sub-Saharan Africa.

.40 *Caucasian*—A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

.50 *Hispanic*—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

1 05 00 **BIRTH AND AGE DATA**

Data about a person's age, date of birth, and place of birth.

1 05 01 *Date of Birth*

The year, month, and day of a person's birth.[3]

1 05 02.00 *Evidence Verifying Date of Birth*

The type of evidence by which a person's birth date is verified.

.01 *Birth certificate*—A written statement or form issued by an office of vital statistics verifying the name and date of birth of the child as reported by the physician attending at the birth; or a statement in written form issued by the physician attending the child's birth, recording the child's name and date of birth, and acceptable as a birth certificate by the political subdivision where issued.

.02 *Hospital certificate*—A certificate issued by a hospital verifying the name and date of birth of a child.

.03 *Physician's certificate*—A certificate issued by the physician attending at a birth, verifying the name and date of birth of the child. A physician's certificate is considered to be a birth certificate when acceptable as such by the political subdivision where issued.

.04 *Baptismal or church certificate*—A form issued by a church certifying the baptism of a child. This form records the date of birth and often is acceptable as verification for this date.

.05 *Parent's affidavit*—A sworn, written statement made by a person's parent to verify the person's age, date of birth, and place of birth.

.06 *Entry in family Bible*—An entry in a Bible on a special page for recording births, marriages, and other vital information about the family.

.07 *Passport*—Any travel document issued by competent authority showing the bearer's origin, identity, and nationality, if any, which is valid for the entry of the bearer into a foreign country.

[3] For example, January 15, 1973 would be recorded as 1973—01—15. This form of recording data is in conformance with recently approved Federal, national, and international standards for recording dates in an all-numeric form. (Reference: Federal Information Processing Standard 4)

1 *PERSONAL IDENTIFICATION—Continued*

1 05 00 **BIRTH AND AGE DATA—Continued**

1 05 02.00 *Evidence Verifying Date of Birth—Continued*

.08 *Previously verified school record*—A date of birth previously verified in a school record, which is used in lieu of more direct evidence (as included in items 1 05 02.01 to 1 05 02.07) to verify the date of birth.

.09 *Other evidence verifying date of birth*—Evidence not included in items 1 02 02.01 to 1 05 02.08, such as an insurance record, selective service record, census record, or other records maintained by a Federal or State agency. Any such evidence by which a person's birth date is verified should be specified.

1 05 03.00 *Age Group of Student (in Adult Education)*

The age group of the student at the time of registration for adult education, if data on birth date are not obtainable.

.01 *Under 18 years*
.02 *18 and 19 years*
.03 *20 through 24 years*
.04 *25 through 29 years*
.05 *30 through 34 years*
.06 *35 through 39 years*
.07 *40 through 44 years*
.08 *45 through 49 years*
.09 *50 through 54 years*
.10 *55 through 59 years*
.11 *60 through 64 years*
.12 *65 years and over*

1 05 04 *Place of Birth*

The local governmental unit (e.g., city, county, township) and State, U.S. territory, or foreign country in which a person was born. (Codes for States and countries as standardized by the National Bureau of Standards are included in appendixes D and E. If standardized county codes are needed, they can be found in *Federal Information Processing Standards Publication 6-1.*)[4]

1 06 00.00 **MINOR/ADULT STATUS**

A person's status in relation to legal adulthood. (The minimum legal age of adulthood usually is specified by State law.)

.01 *Legal minor*—A person who has not reached a specified minimum legal age of adulthood.

[4] U.S. National Bureau of Standards. *Federal Information Processing Standards Publication 6-1, Counties and County Equivalents of the States of the United States.* Washington, D.C.; U.S. Government Printing Office (Superintendent of Documents Catalog No. C 13.52:6-1), 1970.

.02 *Emancipated minor*—A minor who is free (emancipated) from parental control and thereby is exempted from the provisions of compulsory school attendance.

.03 *Legal adult*—A person who has reached a specified minimum legal age of adulthood.

1 07 00 **FAMILY RESPONSIBILITY**

1 07 01 *Marital Status*

The status of a person with regard to marriage.

.01 *Single*—Never married, or marriage has been annulled.

.02 *Married, living with spouse*—Married, and living with spouse.

.03 *Married, separated*—Married, but not living with spouse (other than legally separated).

.04 *Divorced or legally separated*—Legally divorced or legally separated.

.05 *Widowed*—Formerly married; spouse has died.

1 07 02 *Number of Dependents*

The number of persons (minor and adult) for whom a person has primary responsibility. The record should include the name and relationship of any dependents, their age (if minors), and any special care requirements.

1 08 00.00 **CITIZENSHIP STATUS**

The nature of a person's citizenship status within the United States.

.01 *U.S. citizen*—A citizen of the United States, regardless of how this status was acquired.

.02 *Citizen other than U.S.*—A person who is not a citizen of the United States, whether admitted to the United States for permanent residence or as a nonimmigrant. For reporting purposes, an individual admitted to the United States solely for the purpose of study, or whose immigration status has been changed to that of student, is included under 1 08 00.03, Alien Student.[5]

.03 *Alien student (F-1 classification)*—A person admitted to the United States solely for the purpose of study.

1 09 00 **LANGUAGE CONSIDERATIONS**

The ability of the student to speak and understand languages—including Standard American English[6] and socio-cultural dialects of English[6]—and identification of the language spoken in the

[5] Schools overseas may need information as to the country of citizenship. If coding is required, the country codes in appendix E may be used.

[6] See definition on page 117 of the Glossary.

1 *PERSONAL IDENTIFICATION—Continued*

1 09 00 **LANGUAGE CONSIDERATIONS—Continued**

home. Information about the student's fluency with English (Standard American) and with other languages should suggest whether or not his facility with the language of instruction is a hindrance to his ability to profit from the usual classroom instruction.

For some groups of adults it may be desirable to identify those who are functionally illiterate.

Information about speech and language impairments and handicaps is included under 3 23 00.00, pages 49 to 51.

1 09 01.00 *Fluency with English (Standard American)*

.01 *Fluent*—Facile in speaking and understanding spoken English (Standard American)

(.02) .27[7] *Not fluent*—Unable to readily speak or to understand spoken English (Standard American), so as to adversely affect the student's school performance and related efforts.

(.03) .28[8] *Functionally illiterate*—An adult who is unable to read, write, and compute sufficiently well to meet the requirements of adult life. For purposes of many adult/continuing education programs, this is considered to include adults who have not gone beyond the eighth grade or who cannot read, write, and compute at or above an eighth grade level of performance. In the United States this term usually is applied also to foreign-born adults having limited ability to use the English language.

1 09 02 *Other Languages and/or Dialects in Which Fluent*

Identification of any language and/or dialect other than Standard American English in which the student is facile in speaking and understanding oral language, including socio-cultural dialects of English and Native American Indian tribal languages. Any such language or dialect should be specified.[9]

1 09 03 *Language and/or Dialect Predominant in the Home*

The primary language and/or dialect spoken in the student's home, if other than Standard American English. This language and/or dialect should be specified.[9]

1 11 00.00 **VETERAN BENEFIT STATUS**

The current eligibility of persons who served in the U.S. Armed Forces—and of their dependents and/or survivors—to receive educational benefits from the Veterans Administration.[10]

.01 *Eligible veteran*
.02 *Ineligible veteran*
.03 *Eligible dependent or survivor*

[7] The code .27 is appropriately used when identifying "Not fluent with English" among a large number of student characteristics. See item 8 01 01.27 on page 106.

[8] The code .28 is appropriately used when identifying "functionally illiterate" among a large number of student characteristics. See item 8 01 01.28 on page 106.

[9] Codes for languages are included in appendix G, page 195.

[10] See Glossary for definitions of "Veteran," "Veterans' Dependents' Educational Assistance Program," "Veterans' Educational Assistance Program," and "Veterans' Vocational Rehabilitation Program" on page 129.

FAMILY AND RESIDENCE

2 00 00

Information under this heading concerns members of the student's family and their residence.

2 10 00 **PARENTS**

Information under this heading pertains to the persons having parental or legal guardianship responsibility for the student. If the student is not residing with a parent or legal guardian, information should be included under 2 20 00, Responsible Adult of Domicile.

2 11 00 **Male Parent**

The man having parental or legal guardianship responsibility for a person.

2 11 01 ***Name of Male Parent***

The last name, title, first name, and middle initial(s) of a person's male parent.

2 11 03 ***Relationship to Student***

The nature of the relationship of the male parent to the student. (See figure IVa, page 36 for terms and codes.)

2 11 04.00 ***Living/Deceased***

.01 *Living*
.02 *Deceased*

2 11 05.00 ***Education of Male Parent***

The extent of formal education of a person's male parent, i.e., the highest grade or equivalent of school completed or the highest degree received. (See figure IVb, page 36 for terms and codes.)

2 11 06.00 ***Occupation of Male Parent***

The nature of the principal work actually performed by a person's male parent. *The Dictionary of Occupational Titles*[11] classifies occupations in the following general categories. The codes shown (through .80) reflect the codes in the Dictionary. If further detail is required, it is recommended that the detailed classifications of the Dictionary be utilized.

.01 *Professional*
.04 *Semiprofessional*
.07 *Managerial and official*
.11 *Clerical and kindred*
.15 *Sales and kindred*
.20 *Domestic service*

[11] U.S. Department of Labor, Bureau of Employment Security. *Dictionary of Occupational Titles, Volume 1,* U.S. Government Printing Office. Washington, 1949.

Figure IVa.–Codes for Relationship to Student

	MALE PERSONS		*FEMALE PERSONS*
01	Natural Father	51	Natural Mother
02	Stepfather	52	Stepmother
03	Legal Male Guardian	53	Legal Female Guardian
04	Foster Father	54	Foster Mother
05	Grandfather	55	Grandmother
06	Uncle	56	Aunt
07	Husband	57	Wife
11	Brother	61	Sister
12	Half Brother	62	Half Sister
13	Stepbrother	63	Stepsister
14	Nephew	64	Niece
15	Male Cousin	65	Female Cousin
48	Other Male Relative (Specify)	98	Other Female Relative (Specify)
49	Other Male – No Relation	99	Other Female – No Relation

Figure IVb.–Codes for Educational Levels and Grades[1]

94	Prekindergarten, Age 2
93	Prekindergarten, Age 3
92	Prekindergarten, Age 4
91	Kindergarten
01	Grade 1
02	Grade 2
03	Grade 3
04	Grade 4
05	Grade 5
06	Grade 6
07	Grade 7
*98	Less Than Grade 8
08	Grade 8
09	Grade 9
10	Grade 10
11	Grade 11
*12	Grade 12 or Equivalent (e.g. Certificate of High School Equivalency[3])
13	1st Year Post Secondary/Freshman
*14	2nd Year Post Secondary/Sophomore
15	3rd Year Post Secondary
16	High School Postgraduate[3]
17	No Year Level–Jr. College
31	Ungraded–Special Education
32	Ungraded–Elementary Education
33	Ungraded–Secondary Education
34	Ungraded–Post Secondary
*41	Associate's Degree
*42	Bachelor's Degree
*43	First-Professional Degree[3]
*44	Master's Degree
45	Specialist's Degree
*46	Doctor's Degree

*Suggested Codes for Education of Parents (Items 2 11 05 and 2 12 05)

[1] For use with Items 2 11 05 and 2 12 05, Education of Parent; Items 5 21 00, Grade entered or year in school; and Item 6 41 02, Extent of Education Planned. Codes for the education of parents may be limited to items identified by "*".
[3] See definition in Glossary.

2 *FAMILY AND RESIDENCE—Continued*

2 11 00 **MALE PARENT—Continued**

2 11 06.00 *Occupation of Male Parent—Continued*

.22 *Personal service*
.26 *Protective service*
.28 *Building service and porters*
.30 *Agricultural, horticultural, and kindred*
.38 *Fishery*
.39 *Forestry*
.40 *Skilled occupations*
.60 *Semiskilled occupations*
.80 *Unskilled occupations*
.98 *Homemaker*
.99 *Other (Specify)*

2 11 10 *Employment of Male Parent*

2 11 11.00 *Nature of Employment*

An indication of the general nature of the major employment of the male parent.

.01 *Self-employed*—Earning income directly from one's own business, trade, or profession, rather than as an employee of another person or organization.

.02 *Private organization*—An employee of an organization which is privately owned and/or falling within the private sector of the economy.

.03 *Government*—An employee of a governmental unit. If desired, this category may be further subdivided to distinguish, for example, those governmental units which are local, regional within a State, State, regional among States, and Federal.

.09 *Other employment*—Any employment other than those included in items 2 11 00.01 to 2 11 00.03. Any such employment should be specified.

2 11 12 *Employer of Male Parent*

The name, address, and telephone number of the male parent's employer.

2 11 13.00 *Occupational Status*

The degree of participation in the work force, ranging from full-time employment to unemployment. (NOTE: This category does not apply to homemakers.)

.01 *Full-time*—Employed on a basis that is considered to be full employment (normally at least 35 hours per week).

.02 *Part-time*—Employed on a basis that is less than full-time.

2 *FAMILY AND RESIDENCE—Continued*

2 11 00 **MALE PARENT—Continued)**

2 11 13.00 *Occupational Status—Continued*

.03 *Unemployed*—Not engaged in a gainful occupation but not disabled or retired.

.04 *Disabled*—Unable to pursue an occupation because of a physical, mental, or emotional impairment.

.05 *Retired*—Withdrawn from one's position or occupation because of age or other reason.

.06 *No information*—The absence of any information regarding employment status.

2 12 00 **Female Parent**

The woman having parental or legal guardianship responsibility for a person.

2 12 01 *Name of Female Parent*

The last name, title, first name, and middle initial(s) of a person's female parent.

2 12 02 *Maiden Name*

The woman's family name before any marriage.

2 12 03 *Relationship to Student*

The nature of the relationship of the female parent to the student. (See figure IVa, page 36 for codes.)

2 12 04 *Living/Deceased*

(See 2 11 04, page 35.)

2 12 05 *Education of Female Parent*

(See 2 11 05, page 35.)

2 12 06 *Occupation of Female Parent*

(See 2 11 06, page 35.)

2 12 10 *Employment of Female Parent*

2 12 11 Nature of Employment

(See 2 11 11, page 37.)

2 12 12 Employer of Female Parent

(See 2 11 12, page 37.)

2 12 13 Occupational Status

(See 2 11 13, page 37.)

2 13 00 **Sponsor (for overseas dependents schools of the U.S. Department of Defense)**

The member of the U.S. Department of Defense (military or civilian) having parental or guardianship responsibility for the student, or assuming legal responsibility for the student while in the dependents' school. Useful or needed information includes: status of sponsor (i.e., military branch, rank/grade, and any other information about the status of a potential sponsor which would help determine the eligibility of the child or student to attend a dependents' school), sponsor's duty telephone, sponsor's local military address, rotation date to continental U.S., and sponsor's social security number.

2 20 00 **RESPONSIBLE ADULT OF DOMICILE (if not the student or a parent)**

Information under this heading pertains to the adult responsible for the student at the household or other domicile in which the student resides, if not a person identified above as the student's male or female parent, and if the student (or spouse) is not considered to be the head of the household. Where information is not available about one or both parents, the school may wish to record additional data about the responsible adult, such as education, occupation, employment, and relationship to the student. If the student resides in a foster home or in a residential institution, the name of the responsible person or the name of the superintendent and the institution should be entered under this heading.

2 20 01 *Name of Responsible Adult*

The last name, title, first name, and middle initial of the adult responsible for the student at the household in which the student lives.

2 20 02 *Maiden Name (if appropriate)*

(See 2 12 02, page 38.)

2 20 03 *Relationship to Student*

(See figure IVa, page 36, for terms and codes.)

2 30 00 **BROTHERS AND SISTERS LIVING IN THE HOUSEHOLD**

This heading concerns the brothers and sisters living in the household in which the student resides.

2 30 01 *Names*

The legal name or any other name by which each brother and sister is known or may have been known.

2 30 02 *Relationship to student*

(See figure IVa, page 36, for terms and codes.)

2 *FAMILY AND RESIDENCE—Continued*

2 30 00 **BROTHERS AND SISTERS LIVING IN THE HOUSEHOLD—Continued**

2 30 03 *Dates of Birth*

The year, month, and day of birth of each brother and sister. This information is needed generally only if the person's age is within the limits of the State's compulsory school attendance requirements.

2 30 04 *Names of Schools Attended*

The name of the school (and school system if other than the student's) currently attended by each brother and sister. This information is needed generally only if the person's age is within the limits of the State's compulsory school attendance requirements.

2 30 05 *Student Numbers*[12]

(See 1 02 00, page 30.)

2 40 00 **FAMILY ECONOMIC INFORMATION**

Family economic information is concerned with objective descriptive data related to the economic support of the student's family.

2 40 01.00 *Family Self-Sustaining*

The state of being sulf-supporting financially, i.e., without aid of welfare.

.01 *Yes*
.02 *No*

2 40 02.00 *On Welfare*

The state of being supported wholly or partially by a welfare agency—whether local, State, or Federal, and whether public or private.

.01 *Yes*
.02 *No*

2 40 09 *Other Family Economic Information*

Pertinent information about the economic status of a person's family other than that included in items 2 40 01 and 2 40 02. For example, information about annual family income is included on applications for free or reduced price breakfasts and Type A lunches. (NOTE: These applications generally are stored in a central location rather than in the records of individual students.)

[12] In some instances, the student number of a sibling may be used to tie a student record to existing records already containing information such as name and birthdate of the sibling, and family information such as parents (2 10 00), family economic information (2 40 00), family socio/cultural information (2 50 00), and residence data for parents (2 60 20 and 2 60 30). With such referencing, it is unnecessary to repeat these data in the records of all siblings.

2 50 00.00 FAMILY SOCIAL/CULTURAL INFORMATION

Information under this heading pertains to students with differences in family cultural or environmental background that may adversely affect their school performance or learning, e.g., the culturally different and migratory children of migratory agricultural workers. Information about language considerations is included in item 1 09 00 on pages 33 and 34.

(.01) .89[13] *Culturally different*—Students whose background and family culture (economic and social) are so different from the norm of the school, community, or Nation that they may in some circumstances or in some localities require differentiated educational opportunities if they are to be educated to the level of their ability.

(.02) .82[13] *Migratory children of migratory agricultural workers*—Children accompanying a parent whose primary employment is in one or more agricultural activities on a seasonal or other temporary basis and who establishes a temporary residence for the purposes of such employment. For school purposes, the term refers to such children within the age limits for which the local school district provides free public education. Regulations of some States require that such children be identified according to whether or not their parents are American citizens or aliens.

2 60 00 RESIDENCE DATA

Residence data is concerned with information about the residence address(es), telephone number(s), and location(s) where the student and his family reside. Notation about persons to contact in case of emergency is included under Item 3 80 01, Emergency Information. Such emergency information may be repeated in the Family and Residence Section of the student file for ease of reference.

2 60 10 Residence of Student

2 60 11 *Address*

The number of the house (or hotel name and room number, or apartment name and apartment number) and the names of the street, subdivision or trailer park, city, and State where the individual resides, and the zip code. The post office box number or rural and route number should be shown where used for mail delivery. If the name of the town where a person resides is different from his post office address, this fact should be indicated.

2 60 12 *Telephone Number*

The telephone number at the person's residence, including the area code if different than that of the school.

2 60 20 Residence of Male Parent, if different

2 60 21 *Address (See 2 60 11.)*

2 60 22 *Telephone number (See 2 60 12.)*

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[13] The code .89 is appropriately used when identifying "other culturally different" among a large number of student characteristics, and the code .82 when similarly identifying "migratory children of migratory agricultural workers." See items 8 01 01.89 and 8 01 01.82 on page 106.

2 *FAMILY AND RESIDENCE—Continued*

2 60 00 **RESIDENCE DATA—Continued**

2 60 30 **Residence of Female Parent, if different**

2 60 31 *Address (See 2 60 11.)*

2 60 32 *Telephone number (See 2 60 12.)*

2 60 40 **Residency Status of Student**

2 60 41.00 *Administrative Unit Location*

An indication as to whether the legal residence of the student is within or outside the boundaries of the school administrative unit. In some instances (for purposes such as determining tuition status or eligibility for competing in interscholastic athletics), it is important to indicate the date on which the legal address became established. If the school district is subdivided into administrative or operational subdivisions, additional dimensions may be desirable. (Related tuition and fee items are included under 8 06 00, pages 109 and 110.)

.01 *Resident (of administrative unit and usual school attendance area)*—The student's legal residence is within the administrative unit (or school district) and within the usual attendance area of the school he attends.

.02 *Resident (of administrative unit, but of other school attendance area)*—The student's legal residence is within the administrative unit, but not within the attendance area of the school he attends.

.03 *Nonresident*—The student's legal residence is outside the administrative unit (or school district) of the school he attends. If desired, the location of the legal residence may be indicated, e.g., out-of-State, out-of-county, or specific State or county.

2 60 42.00 *Reason for Attending School Outside Usual Attendance Area*

.01 *Special education* (for gifted or handicapped students)
.02 *Area vocational school*
.03 *Other special program* (specify)
.04 *Nonpublic school*
.05 *Court-mandated assignment*
.09 *Other reasons* (specify)

2 60 50 **Census Zone Number**

The number assigned to a geographical area for purposes of census enumeration. For a school census, this number generally is assigned by the local education agency.

2 60 60 **Residence Block Number**

A number assigned to a particular block of residences within a census zone.

2 60 70 **Other Geographical Area**

Any relevant designation for geographical location other than those included above, such as managerial/operational subdivisions of the school district.

2 60 80 **Student Housing**

Information about the student's housing. Frequently, this information is required by junior colleges and residential schools.

2 60 81.00 *Type of Housing*

.01 *Parent's home*—A residence in which the male or female parent of the student is head of household.

.02 *Boarding house*—A private home in which the student resides and receives one or more meals per day.

.03 *Rooming house*—A residence in which a group of students occupies rooms, with meals generally not provided.

.04 *College-operated housing*—A residence provided by a college or other educational institution, in which students occupy rooms or houses. Meals may or may not be provided.

.05 *Fraternity or sorority*—A residence housing a group of male and/or female students who are associated through common interest, either social or professional.

.06 *Cooperative house*—A house, usually under general college supervision, in which students are responsible for the financing and administration of living costs, each paying a proportionate share of expenses and sometimes sharing in the work.

.07 *Apartment*—A room or set of rooms used for residential purposes—in a building which includes other such quarters—in which the student (or spouse) is head of household.

.08 *Separate home*—A single family residential structure in which the student (or spouse) is head of household.

.09 *Room in single family dwelling*—A room used as residence by the student and located within a dwelling designed for one family occupancy.

.99 *Other housing*—A type of housing other than those included in the above categories.

PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS

3 00 00

Information under this heading concerns various aspects of the student's physical development; sensory, physical, and related conditions; medical history; physical examinations; referrals; physical impairments; and emergency information.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

When a physical examination is made and the findings (including the identification of exceptionality) are recorded under the headings of this section, the individual making the examination or identification should be technically or professionally qualified to do so. Teachers and other nonmedical personnel are cautioned to record only facts and observations, rather than conclusions. Where a measurement is made, the unit of measurement used should be clearly indicated. ***All entries recorded under the headings of this section should be dated.***

Students identified according to local, State, or Federal regulations as requiring special educational planning and services for physical, health, sensory, or related reasons should have their condition identified in the sections below; these students also should be counted under the appropriate categories of 8 01 00, page 106.

Some of the information which might be recorded under the following headings may be of a confidential nature and should be used and transferred with discretion. The selection of specific items for the student record is left to the local school system, which should concern itself also with aspects of confidentiality such as those discussed in chapter II.

3 01 00 **STUDENT MEDICAL RECORD NUMBER**

The identification number of the student's medical record, if different from his student number, and if the record is kept separate from other student records or is maintained by an outside agency.[14]

3 10 00 **HISTORY OF PHYSICAL DEVELOPMENT**

The history of physical development includes measurements of height, weight, teeth, and other significant aspects of physical development as recorded over a period of time. Due to the transition to the metric system of measurement, schools may wish to record some data in metric units in addition to the more traditional units of measurement.

3 11 00 **Height**

Height (with shoes removed), expressed in inches and/or centimeters.

3 12 00 **Weight**

Weight (in ordinary clothing with shoes removed), expressed in pounds and/or kilograms.

3 13 00 **Oral Health**

The condition of the mouth or oral cavity; more specifically the condition of the hard tissues (i.e., teeth and jaws) and the soft tissues (i.e., gums, tongue, lips, palate, mouth floor, and inner cheeks). Good oral health denotes the absence of clinically manifested disease or abnormalities of the oral cavity. Pictorial or narrative information may supplement data in the categories below.

3 13 01 *Number of Teeth*

The number of natural teeth present or erupting.

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[14] It may be desirable for some schools to maintain only portions of the complete record, such as emergency information and information about immunizations and situations where an impairment or handicap might affect learning. In some instances, the maintenance of complete medical records may be coordinated with the Public Health Service.

3 13 02 *Number of Permanent Teeth Lost*

The number of permanent teeth lost due to extraction or accident.

3 13 03 *Number of Teeth Decayed*

The number of natural teeth present with obvious decay.

3 13 04 *Number of Teeth Restored*

The number of natural teeth present which have a dental restoration (e.g., by filling and/or capping).

3 13 05.00 *Occlusion*

The relationship between the biting surfaces of the upper and lower teeth when they are in contact.

.01 *Normal occlusion*—Upper and lower teeth closing together normally.

.02 *Mild malocclusion*—Some upper and/or lower teeth out of normal alignment.

.03 *Moderate malocclusion*—Most upper and lower teeth not closing together.

.04 *Severe malocclusion*—Extensive malalignment exhibiting severe overbite or overjet.

3 13 06.00 *Gingival (Gum) Condition*

The condition of the gums, according to the extent of any deviation from the normal state.

.01 *Normal*—Gums are firm and stippled, and appear healthy.

.02 *Mild deviation*—Gums appear inflamed.

.03 *Moderate deviation*—Gums bleed slightly and are enlarged around one or more teeth.

.04 *Severe deviation*—Gums are swollen and bleed readily, and pus is present.

3 13 07.00 *Condition of Oral Soft Tissues*

The condition of the tongue, lips, palate, floor of the mouth, and inner cheeks, according to the extent of any deviation from the normal.

.01 *Normal*—Tissues appear healthy.

.02 *Mild deviation*—Tissues have slight bleeding and/or enlargement.

.03 *Moderate deviation*—A lesion of small size (e.g., a cold sore or cold blister) which has persisted for less than 10 days.

.04 *Severe deviation*—An obvious lesion (e.g., an ulcer or new growth) which has persisted for more than 10 days.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 10 00 **HISTORY OF PHYSICAL DEVELOPMENT—Continued**

3 13 00 **Oral Health—Continued**

3 13 08.00 *Dental Prosthetic Appliances*

The placement of artificial teeth and/or orthodontic devices to replace or correct dental problems.

.01 *Orthodontic appliance*—E.g., braces, wires, or retainer.

.02 *Partial denture*—One or more partial dentures, fixed or removable.

.03 *Full denture*—A full upper and/or lower denture (plate).

3 19 00 **Other Significant Aspects of Physical Development**

Significant aspects of physical development other than those included under 3 11 00 to 3 13 00 above.

3 20 00 **SENSORY, PHYSICAL, AND RELATED CONDITIONS**

This category includes an inventory of the state and condition of bodily systems and parts, e.g., vision, hearing, speech, orthopedic condition, neurological condition, and cardiac condition. Students with a handicapping condition which has been diagnosed by professionally qualified personnel should be identified *both* according to their actual condition (as indicated through test results or other diagnostic procedures) *and* according to the appropriate category of handicap (e.g., blind, hard of hearing, speech handicapped, or orthopedically handicapped).

3 21 00 **Vision**

The act or power of seeing with the eye. This category includes information about tests used to measure both uncorrected and corrected vision, and the identification of any visual impairment.

3 21 01 *Vision Test*

The name or other identification of any test or other means by which vision is measured, e.g., Snellen Illiterate "E" test, Snellen alphabetic test, and mechanical devices and other tests of color blindness, eye muscle imbalance, visual perception, and other aspects of visual functioning. Related tests of perception which may be administered in the diagnosis of vision are included under item 4 11 01.02, Cognitive and Perceptual Skills Test. The record should include the name of the examiner and the test results for each eye.

3 21 02 *Uncorrected Vision*

Measurement of visual acuity without the use of glasses or lenses.

Use is generally made of the Snellen notation, which is a system of recording visual acuity based on the Snellen test chart. For this notation, a symbol is written like a fraction, with the numerator representing the distance from the chart in feet and the denominator the smallest

line read correctly. (For example, 20/50 indicates ability to read the 50-foot line of the Snellen test chart at a distance of 20 feet; 20/20 is considered to represent normal visual acuity.)

3 21 03.00 *Corrective Glasses or Lenses Required*

A condition of the eye which requires the use of corrective glasses or lenses.

.01 *For reading only*
.02 *For distance only*
.03 *For both reading and distance*

3 21 04 *Corrected Vision*

The acuity of the eyes with the use of glasses or lenses, expressed as normal or extent of deviation from normal for each eye. Measurement notations are described under item 3 21 02. The purposes for which corrective lenses were prescribed should be specified, e.g., muscle imbalance, glaucoma, refractive error, and amblyopia.

3 21 05.00 *Visual Impairment*

A condition of vision that may adversely affect the performance of an individual. An impairment in vision that is sufficiently severe to adversely affect an individual's performance is considered a visual handicap. A person identified as having a visual handicap may be referred to as partially seeing or blind, according to the nature and severity of his handicap.[15]

For reporting purposes, a person with impaired vision should be included in only one of the following categories. In determining needs for special educational programs, persons identified as partially seeing or blind should be counted also under 8 01 01, page 106, and, if multihandicapped, under 8 01 02 on page 107.

.11 *Partially seeing*—Individuals who have severely impaired vision but have sufficient residual vision (with correction) to include the perception of printed materials as a means of learning.

.12 *Blind*—Individuals who are sightless or who have such limited vision that they must rely on hearing and touch as their chief means of learning.

.13 *Otherwise visually impaired*—Individuals whose visual acuity measures below normal, that is, below 20/20 on the Snellen scale, or vision is impaired in any of its functions, as manifested by imperfect depth perception, faulty muscular action, color blindness, or a limited field of vision (poor peripheral vision or poor central vision). If this impairment is of such a severity as to handicap the normal functioning of the individual, he should not be counted here but should be classified and counted under partially seeing (item 3 21 05.11) or blind (item 3 21 05.12).

3 22 00 **Hearing**

The act or process of perceiving sounds. This category includes information about tests used to measure hearing, an overall evaluation of hearing, and the identification of any auditory handicap.

[15] In programs of education for the handicapped, the partially seeing and the blind are referred to collectively as the visually handicapped.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 20 00 **SENSORY, PHYSICAL, AND RELATED CONDITIONS—Continued**

3 22 00 **Hearing—Continued**

The ability of each ear to process sound is expressed as normal or impaired according to degree of hearing loss in decibels (dB), especially in speech range frequencies. Frequencies are expressed in hertz (Hz), a measure of sound frequency. Related tests of perception which may be administered in the diagnosis of hearing are included under item 4 11 01.02, Cognitive and Perceptual Skills Test.

3 22 01.00 *Screening Test (Hearing)*

An initial test to determine whether the student has normal hearing. If the student fails the test, a referral should be made, and items 3 22 02 to 3 22 07 should be completed by a qualified audiologist. The audiometric record (audiogram) should show the name and title of the examiner, the frequencies at which the tests were made (in hertz), the decibel level used in screening, the measurement standard used for (ANSI, ISO, or ASA),[16] criteria used in making "pass-fail" determinations, and the test results for each ear.

.01 *Pass*
.02 *Fail*

3 22 02 *Pure Tone Audiometric Test*

A test of hearing utilizing air conduction and/or bone conduction. The record should include the name and title of the person (or name of the institution) making the examination, the name and model number of the audiometer used to conduct the test, the measurement standard used (ANSI, ISO, or ASA),[16] and the results of the test for each ear expressed in decibels at which responses are received at each frequency tested.

3 22 03 *Speech Discrimination Test (Unaided)*

A standardized test to measure ability to discriminate between speech sounds, without the use of a hearing aid. The record should include the name of the examiner, identification of the test materials used, and the test results for each ear expressed as a percentage of correct responses.

3 22 04 *Speech Discrimination Test (Aided)*

A standardized test to measure the ability to discriminate between speech sounds, with the use of a hearing aid. The record should include the name of the examiner, identification of the test materials used, the type and model of aid used for the test, and the test results for each ear.

3 22 05 *Other Audiometric Tests*

An audiometric test other than those identified in 3 22 01 to 3 22 04 above, e.g., tests for measuring loudness balance, recruitment, and speech reception. The record should include the name of the examiner, identification of the test materials used, and the test results for each ear.

3 22 06.00 *Overall Evaluation of Hearing*

The examiner's evaluation of the student's hearing, including consideration of both test results and other factors, which may be expressed as follows:[17]

[16] "ANSI" means American National Standards Institute; "ISO" means International Standards Organization; "ASA" means American Standards Association. Most school districts have coverted from ASA and ISO standards to the new ANSI standards.
[17] The classification of the student by a qualified professional as "hard of hearing" or "deaf" should be recorded under 3 22 07.

.01 *Normal, or no significant handicap*—No hearing loss, or a loss of less than about 20 decibels (ANSI)[18] in the better ear.

.02 *Slight handicap*—A hearing loss of between about 20 and 40 decibels (ANSI) in the better ear.

.03 *Mild handicap*—A hearing loss of between about 40 and 55 decibels (ANSI) in the better ear.

.04 *Marked handicap*—A hearing loss of between about 55 and 70 decibels (ANSI) in the better ear.

.05 *Severe handicap*—A hearing loss of between about 70 and 90 decibels (ANSI) in the better ear.

.06 *Extreme handicap*—A hearing loss of about 90 decibels or more (ANSI) in the better ear.

3 22 07.00 *Auditory Handicap*

An impairment in hearing that adversely affects the performance of an individual. A person identified as having an auditory handicap may be referred to as "hard of hearing" or "deaf," according to the nature and severity of his handicap. For persons with an auditory handicap, the age at onset of hearing impairment should be recorded under 3 22 08.

.21 *Hard of hearing*—Individuals with slightly to markedly defective hearing, as determined by their ability to use residual hearing in daily life, sometimes with the use of a hearing aid.

.22 *Deaf*—Individuals whose hearing is extremely defective so as to be essentially nonfunctional for the ordinary purposes of life.

3 22 08 *Age at Onset of Hearing Impairment*

The age at onset of a person's hearing impairment, e.g., at birth, 4 years old, 12 years old.

3 23 00 **Speech and Language**

The student's ability to communicate orally with others. This category includes information about tests used to measure speech and language, an overall evaluation of speech facility, and the identification of a communication disorder. Where a possible contributing cause for a communication disorder can be determined, such information should be noted, e.g., cleft palate. Information about fluency with language is included under 1 09 00 on page 33.

3 23 01 *Speech and/or Language Test*

The name or other identification of any test or other means by which speech and/or language is measured.

3 23 02.00 *Overall Evaluation of Speech and Language*

An appraisal of the individual's facility with speech and language, other than difficulties arising from lack of experience with the language of instruction (see 1 09 00 on page 33). For young children with speech and language impairments (identified under items 3 23 02.02 to

[18] "ANSI" mean American National Standards Institute.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 20 00 **SENSORY, PHYSICAL, AND RELATED CONDITIONS—Continued**

3 23 00 **Speech and Language—Continued**

3 23 02 *Overall Evaluation of Speech and Language—Continued*

3 23 02.07), an entry should be made *also* under item 3 23 02.08 or item 3 23 02.09 to indicate anticipated need for speech pathology services. All students with speech and language handicaps should be identified under 3 23 03, Communication Disorder.

.01 *Normal speech (no handicap)*—A state or ability constituting, or not deviating from, the normal range of patterns in speech and language development.

.02 *Impaired articulation*—Speech sound substitutions, omissions, and/or distortions involving the speech mechanism (e.g., tongue, lips, and velum) resulting in defective speech either in producing syllables or connected speech (e.g., "wabbit" for "rabbit," and "sop" for "stop"). Impaired articulation is characterized by patterns of consistently occuring errors and should not be confused with occasional mispronounciations.

.03 *Stuttering*—Speech often characterized by unusual strain or tension, and by one or more of the following: repetition, blocking, injection of superfluous speech elements, and/or prolongation on sounds or syllables. ("Stuttering" generally is used synonymously with "stammering," except by some specialists who designate speech repetitions as stuttering and speech blocks or stoppages as stammering.)

.04 *Voice impairment*—Abnormal voice quality caused by pathology or misuse of the larynx or vocal tract.

.05 *Language impairment*—A disability in verbal learning resulting in markedly impaired ability to acquire, use, and comprehend spoken and written language. Persons considered to have a language impairment as a primary disabling condition exhibit a significant discrepancy between their intellectual level of functioning and their level of language performance. In some cases, there may also be present some degree of sensory or motor incapacity, mental retardation, emotional maladjustment, or environmental disadvantage.

.07 *Other speech or language problem*—Any abnormal characteristic of oral communication, other than those included in items 3 23 00.02 to 3 23 00.05, which is detrimental to the student's school progress. Any such problem should be specified.

.08 *"Normal" development problem*—The speech difficulty, as identified under items 3 23 02.02 to 3 23 02.07, is expected to disappear within a reasonable length of time with the normal development of the child.

.09 *Special assistance needed*—The speech difficulty, as identified under items 3 23 02.02 to 3 23 02.07, is believed to require speech pathology services.

3 23 03.00 *Communication Disorder*

An impairment in speech and/or language (including impaired articulation, stuttering, voice impairment, and a receptive or expressive verbal language handicap) that is sufficiently severe

to adversely affect the performance of an individual in the usual school program. This is not to be confused with a language (or communication) difficulty arising from lack of experience with the language of instruction (see 1 09 00 on page 33). Speech and language deviations expected to diminish significantly or disappear in the course of the child's normal development are not included here, but are included under items 3 23 02.02 to 3 23 02.07 and also under item 3 23 .08. An auditory handicap contributing to a communication disorder may be described under 3 22 07 on page 49.

(.01) .25[19] *Speech handicapped*[20]—Individuals with markedly impaired speech (see items 3 23 02.02, 3 23 02.03, and 3 23 02.04).

(.02) .26[19] *Language handicapped*[20]—Individuals with markedly impaired language (see item 3 23 02.05).

.03 *Hearing handicapped*—Individuals with markedly impaired hearing (see items 3 22 07.21 and 3 22 07.22).

.04 *Learning disabled*—Individuals with specific learning disabilities (see item 4 30 07.73 on page 67).

3 24 00 **Orthopedic Condition**

The state and/or condition of a person's musculoskeletal system, including deformities, diseases, and injuries of the bones and joints, and including also the person's ease of movement and mobility.

3 25 00 **Neurological Condition**

The state and/or condition of a person's nervous system, including its functioning, disorders, and diseases.

3 26 00 **Cardiac Condition**

The state and/or condition of a person's heart and circulatory system, including their functioning, disorders, and diseases.

3 27 00 **Other Physical Condition**

The state and/or condition of bodily systems and functions other than those included under 3 24 00 to 3 26 00 above, e.g., renal (kidney) condition and respiratory (breathing and respiratory tract) condition.

3 28 00.00 **Physical and/or Health Handicap**

A physical or health impairment that adversely affects the performance of an individual in the usual school program. Students with physical or health handicaps should be identified within the

[19] The codes .25 and .26 are appropriately used when identifying the speech handicapped or language handicapped among groups of students with special characteristics. See 8 01 01.00 on page 106.

[20] In programs of education for the handicapped, the speech handicapped and the language handicapped often are reported collectively as the speech impaired.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 20 00 **SENSORY, PHYSICAL, AND RELATED CONDITIONS—Continued**

3 28 00.00 **Physical and/or Health Handicap—Continued**

categories below. Pertinent information descriptive of their condition should be included also under 3 24 00 to 3 27 00, as appropriate.

3 28 00.31 *Orthopedically handicapped (crippled)*—Individuals with an orthopedic condition of a type which might restrict normal opportunity for education or self-support. This term is generally considered to include individuals having impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, cerebral palsy, etc.), and impairments caused by accident (e.g., fractures or burns which cause contractures, etc.).

3 28 00.32 *Other health impaired*[21]—Individuals who are handicapped in their educational progress because of limited strength, vitality, and alertness due to chronic health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or other illness.

3 29 00 **Physical Anomalies and Cosmetic Conditions of Potential Emotional Significance**

Physical conditions, defects, and anomalies of such a nature as to have the potential to affect a person's emotional behavior and/or social acceptance, e.g., extra fingers or toes, genital anomalies, cleft palate, hare-lip (repaired), unusually large ears, and cosmetic defects such as a prominent birthmark on the face or disfiguring burn scars.

3 30 00 **MEDICAL HISTORY**

The medical history is a record maintained over time of a person's diseases, illnesses, immunizations, injuries, medical treatment at school, surgery, medical laboratory test results, and related information.

3 31 00 **Diseases, Illnesses, and Other Temporary Conditions**

A record of each disease or illness contracted or other temporary condition which might or does affect the student's school performance, including the name of the disease, illness, or condition; the month and year of occurrence; and other pertinent information, e.g., the extent of any resulting disability.

See figure IVc, page 53, for a list of common diseases, illnesses, and other conditions. Definitions for these terms are included in section 2 of the Glossary.

3 32 00.00 **Immunizations**

Instances in which a person is protected or immunized against specific diseases, as by inoculation or vaccination.

[21] As defined for Federal programs of education for the handicapped.

Figure IVc.--Codes for Common Diseases, Illnesses, Surgery, Injuries, and Other Conditions*

NOTE: Care should be exercised in recording these data to recognize the confidential relationship between physician and patient.

DISEASES AND ILLNESSES

01	No Diseases or Illnesses
02	No Information Available on Diseases or Illnesses
03	Allergy—Aspirin
04	Allergy—Insect Bite
05	Allergy—Iodine
06	Allergy—Penicillin
07	Allergy—Sulfa
08	Allergy—Multiple
09	Allergy—Other
11	Asthma
12	Cerebral Palsy
13	Chicken Pox
14	Cystic Fibrosis
15	Diabetes Mellitus (Sugar Diabetes)
16	Diphtheria
17	Drug Dependency (Including Alcohol) (Specify)
18	Ear Infection—Repeated
19	Epilepsy
21	Gastrointestinal Condition
22	Gonorrhea
23	Heart Disease
24	Hemophilia
25	Hernia
26	Hypoglycemia
27	Influenza
28	Kidney Disease
29	Lead Poisoning
30	Leukemia
31	Meningitis
32	Mumps
33	Muscular Dystrophy
34	Pertussis (Whooping Cough)
35	Physical Development—Abnormal (Specify)
36	Pneumonia
37	Poliomyelitis
38	Rubella (German Measles)
39	Rubeola (Measles)
40	Rheumatic Fever
41	Sickle Cell Anemia
42	Sickle Cell Trait
43	Small Pox
44	Syphilis
45	Tetanus
46	Tuberculosis
47	Ulcer
48	Urological Condition
49	Other Diseases and Illnesses (Specify)

SURGERY

51	No Surgery
52	No Information Available on Surgery
53	Appendectomy
54	Brain Surgery
55	Ear Surgery
56	Eye Surgery
57	Heart Surgery
58	Oral Surgery
59	Thoracic Surgery
61	Tonsillectomy
69	Other Surgery (Specify)

INJURIES

71	No Notable Injuries
72	No Information Available on Injuries
73	Broken Bone
74	Burn
75	Dislocation of Joint
76	Internal Injury
77	Loss of Eye
78	Loss of Hearing
79	Loss of Tooth or Teeth
81	Muscular Injury
82	Traumatic Brain Injury
89	Other Injuries (Specify)

OTHER CONDITIONS

91	Rh. Negative Blood
92	Functional Disorders in Absence of Demonstrable Pathology (Specify)
93	Foreign Body
94	Pregnancy

*These terms are defined in the Glossary of Selected Medical Terms, beginning on page 129.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 30 00 **MEDICAL HISTORY—Continued**

3 32 00.00 **Immunizations—Continued**

A record should be maintained of each immunization and immunity test administered to the person, including inoculations and vaccinations. The record should contain the date of each immunization or test and of any boosters. The suggested codes which follow correspond to the codes for diseases and illnesses in figure IVc on page 53.

.16 *Diphtheria*
.27 *Influenza*
.32 *Mumps*
.34 *Pertussis* (whooping cough)
.37 *Poliomyelitis*
.38 *Rubella* (German measles)
.39 *Rubeola* (measles)
.43 *Small Pox*
.45 *Tetanus*
.46 *Tuberculosis* (BCG)
.91 *Rh. immune globulin*

.96 *No immunizations (religious objections)*—An absence of immunizations because of the prohibitions of the student's religion.

.97 *No immunizations (other reasons)*—The absence of immunizations for other than religious reasons. Any such reason should be specified.

.98 *No information available.*

.99 *Other immunizations*—Immunizations not listed above. Any such immunization should be specified in the student's record.

3 33 00 **School-Related Injuries and Medical Treatments**

Information about injuries sustained while the school has responsibility for the student, and about any medications administered by school personnel.

3 33 01 *School-Related Injuries*

A record of injuries sustained by the student while at school or under the guidance and direction of school personnel. (See figure IVc, page 53, for a list of common injuries. Information about emergency treatment given should be included under 3 33 02; related referrals may be described under 3 40 00.)

In many school systems, an *accident report* is made for any injury sustained by a student while a responsibility of the school. This report usually contains a description of the injury; the date, time, location, and circumstances of the accident; and identification of witnesses. Such a report generally is prepared separately for administrative use and not as a part of the student's health record.

3 33 02 *Medical Treatments at School*

A brief description of any medication administered at school or by school personnel, e.g., an antibiotic, an anticonvulsant, or emergency medical treatment for an injury. The record should be dated, and should include the name and title of the person providing the treatment or medication, the name and title or relationship to the student of the person requesting and/or prescribing the medication, and any other pertinent information about the circumstances under which the medication was administered. If for an injury, the record should indicate who (e.g., what parent) was notified and what advice was given for further care.

3 34 00 **Other Serious Injuries**

A record of injuries sustained by the student which might or do affect his school performance. Details of injuries sustained at school or while the student is the responsibility of school personnel should be included under 3 33 00 above. (See figure IVc, page 53, for a list of common injuries.)

3 35 00 **Surgery**

A record of surgery undergone which might or does affect the student's school performance. (See figure IVc, page 53, for a listing of common surgical procedures.)

3 36 00 **Drug Abuse**

A record of instances in which the individual is *known* to have used drugs (e.g., heroin, amphetamines, barbiturates, or alcohol) in an amount, frequency, and/or pattern of use that has interfered with his psychological, physiological, social, and/or academic functioning.[22]

3 37 00 **Medical Laboratory Tests and Procedures**

The results of medical laboratory tests applied to determine the condition or functioning of bodily parts or systems and to identify diseases and abnormalities. The record should include the name and title of the examiner, identification of the test used, and the test results.

3 37 01.00 *Tuberculosis Test Results*

The results of diagnostic procedure, utilizing tuberculin, applied to determine the presence or absence of a tuberculosis infection. The specific procedure applied should be specified, e.g., the Mantoux test, patch test, tine test, Von Pirquet test, and X-ray.

.01 *Negative*—A test result indicating no evidence of infection, disease, and abnormalities.

.02 *Positive*—A test result indicating the presence of infection, disease, or abnormalities.

.03 *Referral made*—The referring of the student to a qualified medical person as a result of a positive test result.

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[22] Drug abuse is not necessarily congruent with drug dependency. See the definition for drug dependency in the Glossary of Medical Terms on page 130.
Care must be used in recording, maintaining and disposing of this type of data. For guidelines on confidentially, see chapter II.)

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 30 00 **MEDICAL HISTORY—Continued**

3 37 00 **Medical Laboratory Tests and Procedures—Continued**

3 37 02 *Blood Test Results*

The results of a test of the blood applied to identify diseases or abnormalities and potentially dangerous conditions. Results may be expressed as in 3 37 01, along with any appropriate narrative comments. The type of test should be specified, e.g., phenylketonuria (P.K.U.), serological test for syphilis (S.T.S.), hemoglobin (Hgh), hematocrit (Hct), complete blood count (C.B.C.), blood type (Rh. factor), sickle cell test, and tests of blood chemistry.

3 37 03 *Results of Other Medical Laboratory Tests and Procedures*

The results of medical laboratory tests and procedures not included above, such as urinalysis and electroencephalograph. Any such test should be specified. Results may be expressed as in 3 37 01, along with any appropriate narrative comments.

3 39 00 **Other Medical History**

Medical history other than that included under categories 3 31 00 to 3 37 00 above.

3 40 00 **REFERRALS FOR PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS**

Information in this category concerns instances in which the student is referred to a person or agency for examination and assistance because of physical, health, sensory, and related problems. A record should be maintained of such referrals, including information about the nature of each referral, the reason for the referral, the person or agency to whom the referral is made, the name and position of each person recommending the referral, the date, and any information indicating that the referral was completed, including feedback about results.

Because of the interrelatedness of factors contributing to educational problems of students, information under this heading may be combined completely or in part with information included under 4 20 00, Referrals for School Work or for Intellectual, Social, or Emotional Reasons.

3 40 01 *Person or Agency Making Referral*

The name and title (or professional relationship to the student) of the person—or the name of the agency—making the referral.

3 40 02 *Person or Agency to Whom Referred*

The name, title, and address of the person or agency to whom the individual was referred.

3 40 03 *Cause of Referral*

The specific physical condition or reasons indicating that a referral was necessary or advisable.

3 40 04.00 *Purpose(s) of Referral*

.01 *To obtain a diagnosis of the students' problems and needs.*

.02 *To determine if the student qualifies for a special program.*
.03 *To obtain treatment.*
.04 *To obtain guidance.*
.09 *To achieve other purpose* (specify).

3 40 05.00 *Referral Completed*

An indication as to whether or not the student was seen by the agency or person to whom referred.

.01 *Yes*
.02 *No*
.03 *No information*

3 40 06 *Report from Referral Person or Agency*

The nature of action taken by the person or agency to whom the referral was made.

3 50 00 **PHYSICAL EXAMINATIONS**

Information under this heading concerns any examination for the purpose of determining the individual's general physical condition or of discovering physical, health, sensory, or related conditions of any kind which might affect the student's normal progress in his school work.

A record should be maintained of school-required physical examinations administered to the student, including the significant findings of the examinations. Findings of other physical examinations, if available from medical authorities, may also be recorded here.[23]

3 50 01.00 *Type of Physical Examination*

.01 *Routine physical examination*—A physical examination for general health purposes.

.02 *Special physical examination*—A physical examination specifically to diagnose the causes of specific symptoms or problems.

.03 *Physical examination for sports participation*—A physical examination required by the school system, State, or institution for students participating in sports activities in the physical education program and/or interscholastic or intercollegiate athletics.

3 50 02.00 *Examiner*

The name, title, and address of the physician or other qualified person who conducted the examination.

.01 *Family physician*—A doctor to whom the family normally goes for medical care.

.02 *School physician*—A doctor employed by a school health service as medical adviser and for work with students and staff members.

[23]The type of record and the conditions under which it might be made available are reflected in figure IIb on page 11, where information about physical examinations administered outside the schools might be considered "Confidential Records and Reports from Outside Agencies."

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 50 00 **PHYSICAL EXAMINATIONS—Continued**

3 50 02.00 *Examiner—Continued*

.03 *Other person*—A physician or other qualified person or organization—not included above—who conducted the examination, such as a staff doctor at a hospital or clinic, a nurse, or a paraprofessional.

3 50 03 *Examination Results*

3 60 00 **PHYSICAL, HEALTH, AND SENSORY IMPAIRMENTS**

Included in the student's record under this heading is a listing of physical, health, and sensory impairments or handicaps and an indication of the extent to which they might or do affect the student's normal progress in the usual school program.

3 60 01 *Nature of Impairment*

A brief description of any physical, health, or sensory impairment. More detailed information about the student's condition is included elsewhere in the record of his physical, health, sensory, and related conditions. (For example, impairments of sight, hearing, and speech are included under 3 21 00, 3 22 00, and 3 23 00; and physical and/or health handicaps are included under 3 28 00). The identification of students who qualify on the basis of such conditions to participate in special classes, groupings, or caseloads is included in 8 01 00, Students with Special Characteristics, on page 106. Their special programs should be specified in categories 8 02 00 to 8 04 00 on pages 107 to 109.

3 60 02.00 *Extent of Impairment*

The degree to which the student's condition adversely affects his normal progress in the usual school program.

.01 *Slight impairment*—A small deviation in relation to normal functioning.

.02 *Significant impairment*—An important or meaningful deviation in relation to normal functioning.

.03 *Severe impairment*—A great degree of deviation from normal, which seriously affects the individual's behavior or ability to perform.

3 70 00 **LIMITATIONS ON SCHOOL ACTIVITIES**

Data entered into the record under this heading concerns restrictions or limitations placed on the student's activities at school because of physical, health, sensory, and related conditions. The record should include the nature of the restriction or limitation, its cause, its duration, and the name, title, and position of the person recommending the restriction or limitation.

3 70 01 *Nature of limitation*

A description of the circumstances or situations in which the student's participation in the school program should be modified or precluded, and of any specific modified

activity permitted or prescribed for the student. See also 5 28 00, Special Program Modifications, on page 80.

3 70 02 *Cause of Limitation*

A brief description of the reason for imposing the restriction or limitation on the student's school activities.

3 70 03.00 *Duration of Limitation*

The length of time the physician or agency recommends the limitation on activity be carried out.

.01 *A month*
.02 *A semester or quarter*
.03 *The current regular school term*
.04 *Indefinite*—i.e., until further notice.
.05 *Permanent*
.99 *Other duration of limitation* (specify)

3 70 04 *Person Recommending Limitation*

The name, title, and position of the person or the agency making the recommendation for limitation on activity.

3 80 00 EMERGENCY INFORMATION

Emergency information contains specific instructions for the medical treatment or handling of the student in an emergency situation.[24]

3 80 01 *Person(s) to be Notified in Case of Emergency*

The name, relationship, address, and telephone number(s) of any individual designated as a person to be notified in case of emergency, along with any special instructions for locating this individual.

3 80 02.00 *Emergency Factor*

Identification of any physical or medical condition of potential special significance during emergency treatment.

.01 *Nothing known*
.03 *Allergy, aspirin*
.04 *Allergy, insect bite*
.05 *Allergy, iodine*
.06 *Allergy, penicillin*
.07 *Allergy, sulpha*
.08 *Allergy, multiple* (specify)
.11 *Asthma*

[24] In certain rare situations where the student's life may be in danger, it is generally considered sound procedure for school authorities to act immediately as they think best to save the life of the child, even if this may appear contrary to some parental instructions, e.g., rushing the child to the *nearest* hospital instead of to a *specified* hospital which is at a greater distance.

3 *PHYSICAL, HEALTH, SENSORY, AND RELATED CONDITIONS—Continued*

3 80 00 **EMERGENCY INFORMATION—Continued**

3 80 02.00 *Emergency Factor—Continued*

.15 *Diabetes*
.17 *Drug dependency* (specify)
.19 *Epilepsy*
.23 *Heart disease*
.24 *Hemophilia*
.37 *Rheumatic fever*
.91 *Wears contact lenses*

.92 *Medical waiver*—Special notation if, for any reason, the student has been granted a waiver and is not required to submit to certain medical examinations or treatments. The reason for granting the waiver should be specified.

.99 *Other emergency factor*—Emergency factors other than those included under items 3 80 02.01 to 3 80 02.92, e.g., a special blood condition. Any such emergency factor should be specified.

3 80 03 *Physician*

The name, address, telephone number, and any other pertinent information concerning the physician, physicians, or clinic to be contacted in the case of medical emergency, including areas of speciality, if relevant.

3 80 04 *Hospital Preference*

The name of the hospital to which the family wants the student taken under emergency conditions.

3 80 05 *Dentist*

The name, address, telephone number, and any other pertinent information concerning the student's dentist.

3 80 06.00 *Insurance Coverage*

The nature of insurance covering the student's hospitalization and other medical care.

.01 *School insurance coverage*
.02 *Other insurance coverage*
.03 *No insurance coverage*

3 80 07 *Religious Considerations*

Restrictions and other considerations for medical treatment because of the doctrines of the student's religion.

3 80 09 *Other Specific Information and Instructions*

Detailed specific instructions—other than those included above—from the student's parents, physician, or dentist for medical or dental treatment or handling in the case of an emergency.

MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS

4 00 00

Information recorded under this heading involves the student's mental, emotional, and behavioral characteristics, as indicated by the results of standardized tests and inventories and by the findings of psychological appraisals.

When an examination or observation is made and the findings are recorded under the headings of this section, the individual making the examination or identification should be technically or professionally qualified to do so. The dates of the examination or observation should be noted for all items.

Students identified according to local, State, or Federal regulations as requiring special educational planning and services for behavioral or psychological reasons should have their condition identified in the section below; these students also should be counted under the appropriate category(s) of 8 01 00, page 106.

Some of the information which might be recorded under the following headings may be of a confidential nature and should be used and transferred with discretion. Guidelines for confidentiality of student data are included in chapter II.

4 10 00 MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TESTS AND INVENTORIES

Under this heading is included complete information for each standardized test and inventory taken by a person, including the name and type of test, the form and date of administration, the testing site, the results, and the norm group.

4 11 00 Test Identification

Identification of the specific test or tests used.

4 11 01.00 *Type of Test*

The general classification of the test administered to a person, based upon the use for which the information is derived.

.01 *Mental ability (intelligence) test*—An examination of a person's general ability to make successful and rapid adaptation to new situations and to learn from experience.

.02 *Cognitive and perceptual skills test*—An examination measuring components of a person's mental ability, such as visual memory, figure-ground differentiation, auditory memory, reasoning ability, and sequential processing.

.03 *Scholastic aptitude test*—An examination of the potential of a person to succeed academically, as measured by tests of performance.

.11 *Achievement test*—An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

4 *MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS—Continued*

4 10 00 **MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TESTS AND INVENTORIES—Continued**

4 11 00 **Test Identification—Continued**

4 11 01.00 *Type of Test—Continued*

.12 *Reading readiness test*—An examination measuring interrelated factors contributing to a person's readiness for reading, such as linguistic maturity, experiential background, perceptual maturity, and responsiveness to books and storytelling.

.13 *Diagnostic reading test*—An examination giving indepth information about specific weaknesses in a person's reading skills that must be remedied before the person can be expected to make normal progress in his schoolwork.

.14 *Basic skills test*—An examination measuring the ability of a person to use fundamental reading and computational skills which are the basis of later learning and achievement.

.15 *Test of high school equivalency*—An approved examination (e.g., a test of general educational development) on the basis of which a State department of education or other authorized agency may certify that a person has met State requirements for high school equivalency. (See also **High School Equivalency Examination**, and **Tests of General Educational Development (GED)** on pages 119 and 128 in the Glossary.)

.16 *Admission test*—An examination used in the admission procedure. It may be used as a part of the selective admission procedure to an educational institution or, as in some public colleges, as a device for validating work of doubtful quality.

.17 *Advanced placement test*—An examination to measure the achievement of a student in a subject-matter area which may qualify him to bypass the usual initial college course in this area and begin in his college work with a more advanced course and possibly with some college credit.

.21 *Manual dexterity test*—An examination of a person's ability to move the hands easily and skillfully. Such a test may be used in the identification of aptitudes for certain occupations. (See also 4 11 01.22, Psychomotor test.)

.22 *Psychomotor test*—An examination to measure the motor effects of a person's mental or cerebral processes.

.31 *Mechanical aptitude test*—An examination of a person's potential ability to succeed in work or study involving the understanding and manipulation of machinery and mechanical devices.

.32 *Musical aptitude test*—An examination designed to predict the extent to which a person may be expected to profit by musical training, usually consisting of measures of such basic functions as the ability to differentiate among tones, tempos, and rhythms; and measures of musical memory.

.33 *Mathematics aptitude test*—An examination of a person's potential ability to understand mathematical concepts and to learn to perform mathematical operations quickly and accurately.

.34 *Scientific aptitude test*—An examination of a person's potential ability to understand scientific concepts and to learn to perform scientific operations quickly and accurately.

.35 *Stenographic aptitude test*—An examination of a person's potential ability to learn to perform stenographic operations quickly and accurately.

.36 *Clerical aptitude test*—An examination of a person's potential ability to learn to perform such work as checking sums, filing, accounting, and typewriting.

.37 *Artistic aptitude test*—An examination of a person's potential ability to learn to perform in the area of art.

.38 *Interest inventory*—An examination used to measure a person's likes and dislikes, typically determining the extent to which a person's pattern of likes and dislikes corresponds to those of persons who are known to be successfully engaged in a given vocation, school subject, program of studies, or other activity.

.39 *Other aptitude test*—An examination designed to indicate a person's potential ability to learn to perform a certain type of activity other than those listed in items 4 11 01.21 to 4 11 01.38. Any such type of activity should be specified.

.41 *Attitudinal test*—An examination to measure the mental and emotional set or pattern of likes and dislikes held by an individual or group, often in relution to considerations such as controversial issues and personal adjustments.

.51 *Criterion referenced test*—An examination for which an individual's score indicates the relationship of the individual's performance to a specified criterion, e.g., a specified score on a licensure test, a given number of words to be typed per minute with a specified degree of accuracy, ability to operate a given piece of equipment, and ability to perform examples of a type of arithmetic computation with a specified accuracy within a given time limit. (See also **Norm-Referenced Test** on page 122 of the Glossary.)

.99 *Other test*—A type of examination other than those included in items 4 11 01.01 to 4 11 01.51. Any such type of test should be specified.

4 11 02 *Name of Test*

4 11 03 *Publisher of the Test*

The name of the publisher of the test used.

4 11 04 *Copyright Date of Test*

The latest copyright date as indicated on the test.

4 11 05 *Level of Test*

4 11 06 *Form of Test*

4 *MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS—Continued*

4 10 00 **MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TESTS AND INVENTORIES—Continued**

4 12 00 **Form of Test Administration**

The general manner in which a test is administered.

4 12 01.00 *Group/Individual Test*

.01 *Group test*—A test that may be administered to a number of individuals at the same time by one examiner.

.02 *Individual test*—A test that can or should be administered to only one person at a time.

4 12 02.00 *Written/Oral/Performance Test*

.01 *Written*—A test which utilizes written language in its administration.

.02 *Oral*—A test which utilizes spoken language in its administration.

.03 *Performance*—A test in which the subject responds by overt action (such as fitting pegs into a pegboard or tracing a maze), rather than by making a written or oral response.

.99 *Other*

4 12 03 *Language in Which Test is Written or Given (if not English)*[25]

4 12 04 *Date Test was Administered*

The calendar year, month, and day on which the test was administered.

4 12 05 *Location of Test*

The place where the test was administered; for example, the city, State, or institution.

4 12 06 *Name and Title of Person Administering Test*

4 13 00 **Test Scoring**

4 13 01 *Test Results*

Any meaningful statistical or verbal expression of the raw score(s) of the individual on the test, whether given in comparison to the test score distribution or converted into derived scores utilizing some such unit as age, school grade, deviations from the mean, or percentile rank.

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[25] Codes for languages are included in appendix G, page 195.

4 13 02 *Range of Scores*

The difference between the lowest and highest scores obtained on a test by a given group with which the individual took this test.

4 13 03 *Norm Group*

The kind of group for which the scores of the test have been "standardized" for use in interpreting test results, e.g., national, regional, State, or local. If the test is criterion-referenced, this fact should be indicated in place of norm group (see item 4 11 01.51).

4 13 04 *Type of Score Reporting*

A type of measure based on a specified sample and used in the interpretation of raw scores. Examples are mean, median, percentile, stanine, grade-equivalent, and standard scores for a specified sample.

4 20 00 **REFERRALS FOR SCHOOL WORK OR FOR INTELLECTUAL, SOCIAL, OR EMOTIONAL REASONS**

Information entered into this category concerns instances in which the student is referred to a person or agency for diagnosis, assistance, or guidance with respect to his school work or for intellectual, social, or emotional reasons. Because of the interrelatedness of factors contributing to educational problems of students, this information may be combined completely or in part with information under 3 40 00, Referrals for Physical, Health, Sensory, and Related Conditions.

4 20 01 *Person or Agency Making Referral*

The name and title (or professional relationship to the student) of the person—or name of the agency—making the referral.

4 20 02 *Person or Agency to Whom Referred*

The name, title, and address of the person or agency to whom the individual was referred.

4 20 03 *Cause of Referral*

The specific condition or reason(s) indicating that a referral is necessary or advisable, e.g., emotional problems, retarded reading skill development, and difficulty with oral communication.

4 20 04.00 *Purpose(s) of Referral*

.01 *To obtain a diagnosis of the student's condition, problems, and needs*
.02 *To determine if the student qualifies for a special program*
.03 *To obtain treatment*
.04 *To obtain guidance*
.05 *To obtain disciplinary action*
.09 *To achieve other purpose* (specify)

4 20 05.00 *Referral Completed*

An indication as to whether or not the student was seen by the agency or person to whom referred.

4 *MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS—Continued*

4 20 00 **REFERRALS FOR SCHOOL WORK OR FOR INTELLECTUAL, SOCIAL, OR EMOTIONAL REASONS—Continued**

4 20 05.00 *Referral Completed—Continued*

.01 *Yes*
.02 *No*
.03 *No information*

4 20 06 *Report from Referral Person or Agency*

The nature of action taken by the person or agency to whom the referral was made. If the student is suspended or expelled, such action should be noted here; further, any relevant information obtained during resulting hearings or proceedings should also be noted.

4 30 00 **SPECIAL MENTAL AND PSYCHOLOGICAL CHARACTERISTICS**

This category includes the identification of special behavioral and psychological characteristics of the student, as determined by qualified professional personnel. Students identified according to local, State, or Federal regulations as requiring special educational planning and services for behavioral or psychological reasons should have their condition identified in the section below; these students also should be counted under the appropriate category(s) of 8 01 00 on page 106.

4 30 01.40 *Gifted and Talented*

Persons identified by professionally qualified personnel as being mentally gifted or talented in specific areas such as those listed below.

As the term is used in this handbook, the "mentally gifted" include individuals whose potential is so high or whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond what is provided by the usual school program if they are to be educated to the level of their ability.

As the term is used in this handbook, the "talented" include individuals identified by professionally qualified personnel as being capable of high performance in one or more areas of special competence. Among these areas of special competence are creativity; leadership ability and social adeptness; and facility in the productive and performing arts.

Generally, the gifted and talented as a group are believed to comprise 3 to 5 percent of the school-age population.

.41 *Gifted in general academic work*—Including mathematics, science, social studies, reading, foreign languages, and other language arts.

.42 *Talented in fine arts areas*—Including music, dance, arts of design, and dramatics.

.43 *Talented in vocational and technical areas*—Including the skilled trades and drafting.

.49 *Gifted or talented in other areas*—Including athletics, human relationships, leadership, and creativity in areas not identified above.

4 30 02.51 *Underachievers*

Students who score consistently and significantly below their expected performance levels on standardized achievement tests. Their expected performance levels are determined by using scores on standardized tests of ability to predict performance on standardized tests of achievement.

4 30 03.52 *Slow Learners*

Students who display evidence of having difficulty in adjusting to the usual curriculum in one or more academic areas, requiring modification of school offerings within the regular classroom in order to attain maximum growth and development. The term should be used in referring to the student's capability in specific academic areas rather than to the student's general level of mental ability.

4 30 04.60 *Mentally Retarded*

Individuals identified by professionally qualified personnel as being mentally retarded, according to degree of retardation. This includes those individuals whose level of mental development is such that they have been identified as unable, without special help, to profit from the usual school program. Children in this category are classified educationally as educable mentally retarded, trainable mentally retarded, and severely mentally retarded.

.61 *Educable mentally retarded*—Mentally retarded individuals who are educable in the academic, social, and occupational areas, even though moderate supervision may be necessary.

.62 *Trainable mentally retarded*—Mentally retarded individuals who are capable of only very limited meaningful achievement in traditional basic academic skills, but who are capable of profiting from programs of training in self-care and simple job or vocational skills.

.63 *Severely mentally retarded*—Mentally retarded individuals for whom neither self-support nor significant improvement in performance is anticipated.

4 30 05.71 *Seriously Emotionally Disturbed*

Individuals identified by professionally qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services, whether or not such services are available. Such services—for conditions such as autism, schizophrenia, and other psychotic conditions—include but are not limited to institutional care, other professional treatment or care, and instruction in special classes on a full-time or part-time basis.

4 30 06.72 *Socially Maladjusted*

Individuals identified by professionally qualified personnel as having unusual difficulty or unacceptable behavior in interpersonal relationships to an extent as to require special services.

4 30 07.73 *Children With Specific Learning Disabilities*

Children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

4 *MENTAL, PSYCHOLOGICAL, AND PROFICIENCY TEST RESULTS AND RELATED STUDENT CHARACTERISTICS—Continued*

4 30 00 **SPECIAL MENTAL AND PSYCHOLOGICAL CHARACTERISTICS—Continued)**

4 30 07.73 *Children With Specific Learning Disabilities—Continued*

Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.[26]

4 30 09.90 *Other Behavioral and Psychological Characteristics*

Special behavioral and psychological characteristics other than those included under 4 30 01.40 to 4 30 07.73, such as drug dependency. Any such characteristic should be specified.

4 40 00 **MOST EFFECTIVE STYLES OF LEARNING**

Data included under this heading concern the manner in which the student appears to learn best.

ENROLLMENT

5 00 00

Enrollment is a broad category which includes data about the student's entrance into the situation in which he receives instruction (e.g., school, class, and instruction by correspondence), about his membership (including attendance, absence, tardiness, and early departure), and about his withdrawal (including completion of school work, transfer, dropout, and death). Some State laws require the maintenance of this data not only for students actually enrolled in a public school, but for students in nonpublic schools as well.

Many school systems are adopting a recordkeeping procedure for students based on the concept of continuous student accounting. This involves the acceptance of responsibility to account positively for a student once he has enrolled in the school or school system. Under this concept, the student's name remains on the membership rolls—even though he does not appear for classes at the beginning of a term—until it is determined that his name should be withdrawn from the rolls.[27] If reliable information cannot be obtained about the condition, status, or intentions of an absent student within a reasonable length of time, his name should be placed in category 5 53 02.49, discontinuance of school for unknown reasons, so that he is no longer counted in membership.

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[26] This is the wording of the definition in P.L. 91-230, ESEA Amendments of 1969: Title VI, The Education of the Handicapped Act.

[27] The use of the concepts "active membership status" and "inactive membership status" may increase accuracy of membership figures for States and for the Nation, by increasing the comparability of membership data among local school systems and among States. For State education agencies, the distribution of State funds based on membership may be more equitable when schools identify their students as being in active membership status (for which State funds are paid) or inactive membership status (for which State funds are not paid). Schools retain responsibility for students in both categories.

Under these concepts, students are considered to enter active membership for a given school term when they attend classes. They remain in active status until they withdraw or until they are assigned to inactive status because of being absent for a given number of consecutive days (e.g., 5 days, sufficient to cover absences due to most common childhood diseases). Students are in inactive status before they attend any classes for a new regular school term, before they attend classes in a new school where they indicate intention to enroll or transfer, or after they have been absent a given number of days (e.g., 5 days).

This handbook reflects the concept of continuous student accounting, which is illustrated diagramatically in figure IVd. Note that this concept and the codes which are suggested are usable in schools with all types of yearly schedules. However, for those schools which continue to utilize the student accounting procedures described in the previous pupil accounting handbook (1964), appendix F contains the previous descriptions and codes.

Care must be exercised by the school system in counting membership and attendance to make appropriate modifications for dual enrollment or shared-time arrangements, for released time, and for part-time status.

5 10 00 **ENTRANCE (ADMISSION)**

Information included under this heading concerns the entrance or reentrance of the student into a school or other instructional situation. This information classifies the entering student by type of entry (i.e., original entry, reentry, or other entry) and includes a description of the situation in which he is to receive instruction (e.g., the instructional organization entered, grade entered, location of instruction, and type of class entered).

5 11 00 **Date of Entry or Admission**

5 11 01 *Date of Entry*

The complete date (year, month, day) on which the student first is present to receive instruction in a class, school, or school system.

5 11 02 *Date of Admission*

The semester, quarter, or other term in which a student is admitted to an institution such as a community/junior college or technical institute.

5 12 00.00 **Type of Entry**[28]

A student entering an elementary or secondary school in the United States or its outlying areas during the regular school term is classified as an original entry (item 5 12 00.01) or a reentry (items 5 12 00.11 to 5 12 00.17)[29] A student entering an elementary or secondary school for a summer school term or an adult education instructional organization at any time during the year, is classified under item 5 12 00.21, Other Entry. The admission status of a student in a community/junior college may be indicated under item 5 13 00.

[28] School systems electing to continue the use of earlier designations for Entries and Withdrawals will find the terms and codes from the 1964 version of Handbook V in appendix F.

[29] For overseas dependents schools operated by the U.S. Department of Defense and independent American overseas schools, the following terms and codes should be used for Type of Entry:

.04 *First entry in any school (F)*—A person who for the first time anywhere enters school, whether an elementary or secondary school.

.11 *Reentry from the same school (S)*—(See item 5 12 00.11.)

.12 *Reentry from a DOD overseas dependents school (D)*—A student received from an overseas dependents school operated by the U.S. Department of Defense. If desired, the specific school or area from which received may be identified by a code designation developed for that purpose.

.13 *Reentry from an independent American overseas school (I)*—A student received from an independent American overseas school. If desired, the specific school or area from which received may be identified by a code designation developed for that purpose.

.16 *Reentry from the United States or its outlying areas (U)*—A student received directly from a school in the United States or its outlying areas.

.17 *Reentry from another country (C)*—A student received directly from an overseas school other than an independent American overseas school or a school operated by the U.S. Department of Defense. (In this instance, the language of instruction at the previous school should be indicated with a designation from appendix G, page 195.)

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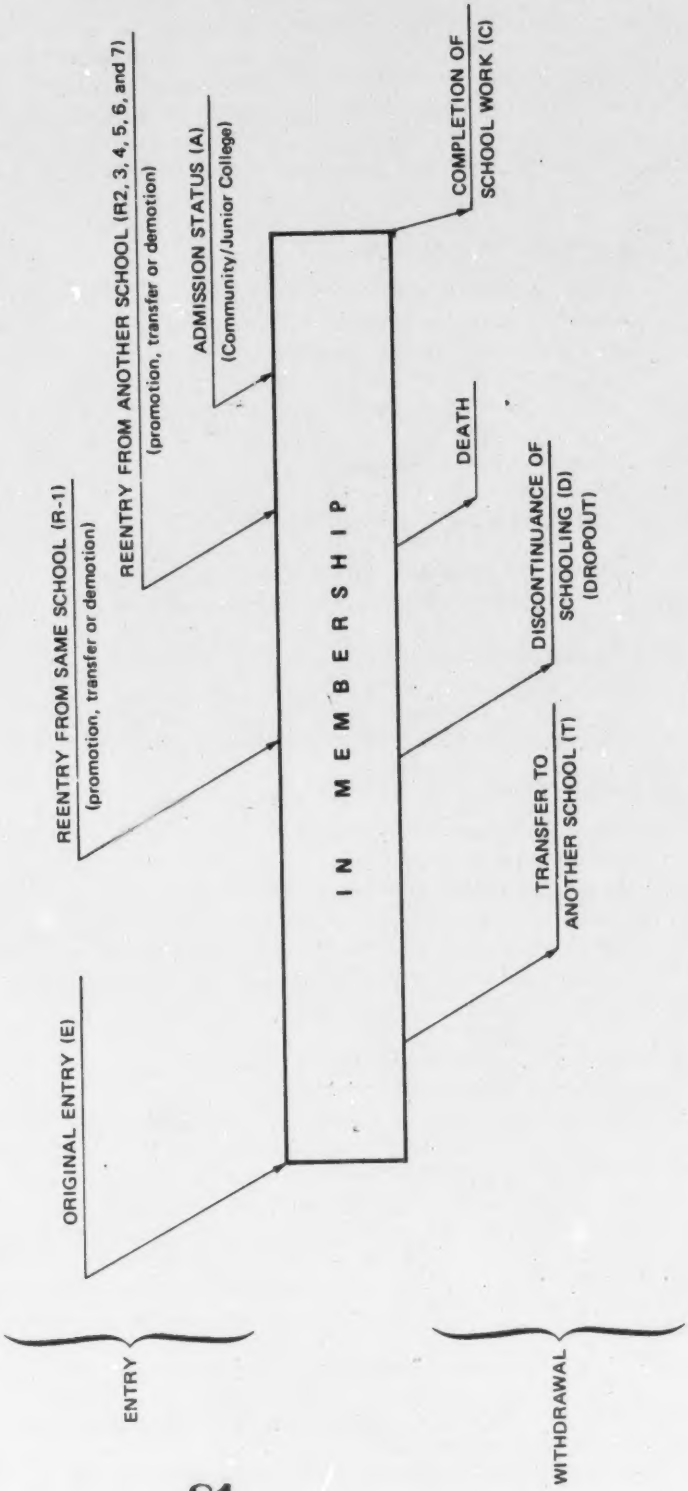
Figure IVd.--Schematic Diagram of Continuous Student Accounting



5 *ENROLLMENT—Continued*

5 10 00 **ENTRANCE (ADMISSION)—Continued**

5 12 00 **Type of Entry—Continued**

An *original entry* is a student who for the first time in the United States or its outlying areas enters any public or nonpublic elementary or secondary school. The number of original entries is a cumulative total, increasing during any given term and never decreasing.

A *reentry* is a student who previously entered any class in the same elementary or secondary school or in any other school in the United States or its outlying areas. The categories of reentry are designated by the symbols R1 through R7, as defined in items 5 12 00.11 to 5 12 00.17. In every case, students in this category already have been recorded as original entries in some school of the United States or its outlying areas.

Information about type of entry should be current for all persons for whom the school system has responsibility, e.g., for all children within the ages of compulsory school attendance residing within the geographic area of a given school district. Each such person should be identified according to type of original entry or reentry, or according to his reason for nonentrance (see 5 60 00 on page 89).

.01 *Original entry (E)*—A student who for the first time in the United States or its outlying areas enters any public or nonpublic elementary or secondary school.[30]

.11 *Reentry from the same school (R1)*—A student continuing in membership in the same elementary or secondary school from one term to the next because of a transfer, promotion, or demotion, or who transfers from one homeroom or class to another during a school term, OR, a former student whose most recent previous school membership was terminated at the same school by dropping out (this being identified with the use of 5 14 00).

.12 *Reentry from a public school in the same local administrative unit (R2)*—A student received from a public school located in the same local administrative unit. If desired, the specific school may be identified by a local code designation.

.13 *Reentry from a nonpublic school in the same local administrative unit (R3)*—A student received from a nonpublic school located in the same local administrative unit. If desired, the specific school may be identified by a local code designation.

.14 *Reentry from a public school in the State, but outside the local administrative unit (R4)*—A student received from a public school located in the same State but outside the local administrative unit.

.15 *Reentry from a nonpublic school in the State, but outside the local administrative unit (R5)*—A student received from a nonpublic school located in the same State but outside the local administrative unit.

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[30] Where desired, the code .01 for Original Entry may be subdivided so that an original entry may be identified by the code .02 when received directly from an independent American overseas school or DOD overseas dependents school. Further, the country from which received may be indicated with the appropriate code designation from appendix E, pages 179-190.

5 *ENROLLMENT—Continued*

5 10 00 **ENTRANCE (ADMISSION)—Continued**

5 12 00 **Type of Entry—Continued**

.16 *Reentry from another State (R6)*—A student received directly from a school in another State. If desired, the State from which received may be indicated with an appropriate code designation from appendix D, page 177.

.17 *Reentry from another country (R7)*—A student received directly from a school in another country, after having previously been a student in a school in the United States or its outlying areas.[31]

.21 *Other entry (O)*—A student who enters an elementary or secondary school for a summer term or enters an adult education instructional organization. If a more detailed classification is desired, such a student in an elementary or secondary school may be further classified under this heading and in a manner similar to that presented in 2 60 41, Administrative Unit Location; 6 11 01, Type of Program of Studies; or 8 01 00, Students with Special Characteristics. The admission status of community/junior college students may be indicated with the use of items under 5 13 00, Admission Status.

5 13 00.00 **Admission Status (Community/Junior College)**

The status conferred on the student when he is admitted to the institution.

.31 *Regular student (A1)*—In community/junior colleges, an unrestricted status for students who meet all the regular admission requirements of the institution. Regularly admitted students with program restrictions should be classified under 5 13 00.39.

.32 *Probationary student (A2)*—In community/junior colleges, a temporary status for all entering students having less than a stated academic achievement in their high school graduating class, or who achieve less than a stated score on a standardized test.

.33 *Guest student (A3)*—In community/junior colleges, a status which may be granted a part-time student attending another college or university on a full-time basis.

.34 *High school student (A4)*—In community/junior colleges, a student currently enrolled in a secondary school who is eligible for a program or course at the institution maintaining the record.

.39 *Other Status (A9)*—Any other community/junior college admission status not included in items 5 13 00.31 to 5 13 00.34. Frequently a student with this status is referred to as a "special student."

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[31] Where desired, the code .17 for Reentry from Another Country may be subdivided so that the code .18 identifies a student received from an overseas dependents school operated by the U.S. Department of Defense, and .19 identifies a student received from an independent American overseas school, while .17 identifies a student received from an overseas school other than those included in .18 and .19. Further, the country from which received may be indicated with the appropriate code designation from appendix E.

5 14 00.00 **Former Dropout**

A student whose most recent school membership was in an elementary or secondary school and was terminated by dropping out. This category is included to provide useful information, where appropriate, to augment items 5 12 00.11 to 5 13 00.39.

.01 *Dropout with certificate of high school equivalency.*

.02 *Other former dropout*

5 15 00 **School or Other Institution Previously Attended**

Information relating to institutions previously attended by the student. In the case of elementary and secondary schools this refers to the school from which the student transferred. In community/junior colleges this includes any institution from which transfer credit has been accepted.

5 15 01 *Name and Address of School or Institution From Which Received*

The full name and address of the school or institution from which the incoming student is received, including the official name and address of the school (or school system) or institution.

5 15 02 *Name and Address of Other Institutions Previously Attended*

The full name and address of institutions previously attended by the incoming student other than the one from which the student is received directly (see 5 15 01). This is particularly applicable to community/junior colleges accepting credits from other institutions of higher learning.

5 15 03 *Type of School From Which Incoming Student is Received*

The general control of the school from which the student is received (including higher education institutions). Such schools include public schools and private or nonpublic schools such as church-related schools, independent nonprofit schools, and proprietary schools (see definitions in the Glossary).

5 16 00 **Educational Level Previously Completed by Adult Education Student**

An indication of the years of school previously completed by a student who registers for adult/continuing education. See figure IVb, page 36, for terminology and codes.

5 17 00 **School Entered**

Information about any school where the student enrolls for instruction. Information about current school normally is not carried in an individual student's record, but needs to be included when the record is sent elsewhere.

5 17 01 *Name of School and School System*

The official name of the school and the school system, including any standard descriptive title,

5 *ENROLLMENT—Continued*

5 10 00 **ENTRANCE (ADMISSION)—Continued**

5 17 00 **School Entered—Continued**

5 17 02 *School and System Number or Code (if any)*

5 17 03 *School Address*

5 18 00.00 **Dual Enrollment**

Any arrangement whereby a student regularly and concurrently attends two schools which share direction and control of his studies. For example, the student may attend a public and a nonpublic school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the nonpublic school; or, he may attend public secondary school part-time and an area vocational school part-time with the direction and control of his studies similarly shared by the two institutions.

Where appropriate, item 5 18 00.01 should be used to indicate that the student is enrolled in two schools. The items which follow should be completed to describe the second school in the same manner that the items under 5 17 00 describe the school having primary responsibility for the student.

5 18 00.01 *Dual enrollment*

5 18 01 *Name of Second School and School System*

5 18 02 *Number or Code of Second School and System (if any)*

5 18 03 *Address of Second School*

5 19 00 **Type of School or Institution Entered**[32]

The classification of the entering student according to the type of school or institution in which he is to receive instruction.

Some areas may have "community schools" which include any or all of the categories listed. If desired, such an instituion may be identified as a separate type of school.

5 19 01.00 *Preschool Organization*

A preschool organization provides organized instruction prior to instruction offered as a part of an elementary school program. A preschool day-care center, head start program, or kindergarten school is included when it is not an integral part of a regularly established school system.

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[32] Suggested codes for items in this category are somewhat sequential even though grouped by major type of school. This permits easier computer processing of data about these schools.

.01 *Preschool program*—A beginning group or class enrolling children younger than 5 years of age and organized to provide educational experience under professionally qualified teachers, usually in cooperation with parents, during the year or years immediately preceding kindergarten (or prior to entry into elementary school when there is no kindergarten).

.02 *Day care center*—A center under professional guidance designed to provide care for prekindergarten children of working mothers and others while providing, at the same time, educational experiences for the children.

.03 *Head start program*—A child development program which offers economically disadvantaged preschool children learning experiences, health screening (including examination of physical condition, dental health, mental health, and nutrition), and treatment where required. Full-year programs are provided for children as young as 3 years old. In some instances, summer enrichment programs are offered for children who will enter school for the first time the following fall.

.09 *Other organization*—Any organized activity for children operated by professionally trained teachers prior to entry into kindergarten (or prior to entry into elementary school when there is no kindergarten) not described in items 5 19 01.01 to 5 19 01.03.

5 19 02.00 *Elementary, Middle, and Secondary Schools*

An elementary school is a school classified as elementary by State and local practice and composed of any span of grades not above grade 8. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system. This includes all programs administered by the school or school system, regardless of source of funds.

A middle school is a separately organized and administered school usually beginning with grade 5 or 6, with a program designed specifically for the early adolescent learner. Most middle schools presume, in ultimate plan if not in present reality, a 4-year high school for the grades or years which follow, as in a 4-4-4 plan or a 5-3-4 plan.

A secondary school is a school comprising any span of grades beginning with the next grade following an elementary or middle school and ending with or below grade 12.

An adult who enters an elementary, middle, or secondary school instructional organization for full-time instruction is considered an elementary, middle, or secondary school student and is counted in the appropriate classification below.

Students entering elementary, middle, and secondary schools may be classified under the following headings:

.11 *Elementary school: Regular school term*—An elementary school beginning usually in the late summer or fall and ending in the spring. The school term may be interrupted by one or more vacations.

.12 *Elementary school: Summer school term*—An elementary school conducted in the summer between the end of one regular school term and the beginning of the next regular school term.

5 *ENROLLMENT—Continued*

5 10 00 **ENTRANCE (ADMISSION)—Continued**

5 19 00 **Type of School or Institution Entered—Continued**

5 19 02 *Elementary, Middle, and Secondary Schools—Continued*

.21 *Middle school: Regular school term*—A middle school beginning usually in the late summer or fall and ending in the spring. The school term may be interrupted by one or more vacations.

.22 *Middle school: Summer school term*—A middle school conducted in the summer between the end of one regular school term and the beginning of the next regular school term.

.31 *Junior high school*—A separately organized and administered secondary school intermediate between the elementary and senior high schools, usually including grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan).

.32 *Five- or 6-year high school*—A secondary school served by one faculty organized under one principal which includes more then four grades, is not divided on a junior and senior basis, and is not preceded by a junior high school in the same school system.

.33 *Junior-senior high school*—A secondary school organized on a junior-senior basis and administered under one head as one unit. This includes secondary schools organized on a 2-year junior and a 4-year senior high school plan, a 3-year junior and 3-year senior high school plan, and any other plan based on a junior-senior organization.

.34 *Senior high school*—A secondary school offering the final years of high school work necessary for graduation and invariably preceded by a junior high school.

.35 *Four-year high school*—A 4-year secondary school immediately following the elementary school (as in a 8-4 plan) or a middle school. This includes 4-year vocational and technical high schools.

.36 *Other secondary school*—A secondary school conducted during the regular school term, other than those identified under items 5 19 02.31 to 5 19 02.35, such as the incomplete regular high school, and any newly organized high school that ultimately will have additional grades. A secondary school exclusively for adults and youth beyond the age of compulsory school attendance should not be included here but, rather, should be included under 5 19 04, Adult School or Other Arrangement for Adult/Continuing Education.

.37 *Secondary school: Summer school term*—A secondary school conducted in the summer during the period between the end of one regular school term and the beginning of the next regular school term.

5 19 03.00 *Community/Junior College*

A community/junior college is an institution of higher education which usually offers the first two years of college instruction and career education, grants an associate's degree, and does not grant a bachelor's degree. It is either a separately organized institution (public or nonpublic) or

an institution which is a part of a public school system or system of junior colleges. Offerings include transfer, occupational, and/or general studies programs at the postsecondary instructional level and may also include adult/continuing education programs.

A student who registered for instruction in an adult/continuing education program of a college may be recorded both under item 5 19 03.40 for institution entered and item 5 23 00.81 for type of program entered.

.40 *Community/Junior College*

5 19 04.00 *Adult School or Other Arrangement for Adult/Continuing Education*

Adult/continuing education is instruction designed to meet the unique needs of adults and youth—beyond the age of compulsory school attendance—who have either completed or interrupted their formal education. This may be provided by a school system, college, or other agency or institution (including a technical institute or area vocational school) through activities and media such as formal classes, correspondence study, radio, television, lectures, concerts, demonstrations, and counseling.

While most students in adult/continuing education receive their instruction in courses to which an instructional level has not been assigned, adult/continuing education often includes instruction at the elementary and secondary instructional levels in classes, through correspondence, or by other means. Adult/continuing education also includes instruction at the post-secondary instructional level for which credit is not given toward a degree or toward the completion of a program.

.51 *Adult school*—A separately organized school providing instruction for adults and youth beyond the age of compulsory school attendance.

.52 *Other arrangement for adult/continuing education*—An arrangement for providing adult/continuing education other than that included under item 5 19 03.40, Community/Junior College, or item 5 19 04.51, Adult School, such as a separate department or division within a school or school system.

5 21 00 **Grade Entered or Year in School**

See figure IVb, page 36, for terms and codes for educational levels and grades.

5 22 00.00 **Location of Instruction**

The location and nature of the facility or facilities used for instruction and for services supporting instruction, e.g., a school facility, a hospital, or the home of the student. Refer to Location of Instruction on pages 96 and 97 of Handbook VI for definitions.

A community/junior college may wish to identify the specific location where the student receives the majority of his instruction, e.g., at a specific building or campus of a multi-campus institution, or at an off-campus adult education center.

.01 *This school*
.02 *Another school in the same school system*
.03 *A school in another school system*

5 *ENROLLMENT—Continued*

5 10 00 **ENTRANCE (ADMISSION)—Continued**

5 22 00 **Location of Instruction—Continued**

.04 *Home of student*
.05 *Hospital*
.06 *Business, commercial, or industrial facility*
.09 *Other nonschool location*

5 23 00.00 **Type of Program Entered (Community/Junior College or Adult/Continuing Education)**

A student who registers for instruction in a community/junior college or adult/continuing education instructional organization may be classified under one of the following categories according to the objectives of the student in the program in which he is to receive instruction. If the institution wishes, it also may classify the student according to the general content of his program instruction.

.41 *General education program*—A secondary school, junior college, or adult education program of studies designed primarily to prepare students for the common activities of persons as citizens, family members, and workers, and which is contrasted with specialized education which prepares for an occupation or career. For reporting purposes—so as not to be reported twice—students in *college transfer programs* having instructional content of a general education or liberal arts nature should be included under item 5 23 00.51 rather than under this category.

.42 *Occupational program*—A secondary school, junior college, or adult education program of studies designed primarily to prepare students for immediate (i.e., job-entry level) employment or upgrading in an occupation or cluster of occupations. Additional information about such a program may be provided by indicating area of major specialization or minor specialization (see 6 11 04 on page 91), type of occupation program of studies (see 6 11 02 and 6 11 03 on page 91) and occupational goal of students (see item X 21 44 on page 88 of Handbook VI). For reporting purposes—so as to not be reported twice—students in *college transfer programs* having instructional content of an occupational nature should be included under item 5 23 00.51 rather than under this category.

.51 *Transfer program*—A program of studies, at the postsecondary instructional level, designed primarily to yield credits which are chiefly creditable by 4-year colleges and universities toward a bachelor's degree. Students in transfer programs may be further identified, according to the content of their studies, by area of major specialization, area of minor specialization, and occupational goal of students (see 6 41 01 on pages 100 and 101, 6 11 02 and 6 11 03 on page 91, and 2 11 06 on pages 35 and 37 in this handbook; and X 21 44 on page 88 in Handbook VI).

.81 *Adult/continuing education program*—The program of instruction provided by a community/junior college or adult/continuing education instructional organization for adults and youth beyond the age of compulsory school attendance, including work toward a test of general educational development. Activities which are primarily social, recreational, or for the purpose of producing goods are not included here but are included under item 5 23 00.91, Other activity.

.91 *Other activity*—A forum, meeting, or activity which is primarily social, recreational, or for the purpose of producing goods.

5 24 00.00 **Type of Class (or Instructional Grouping)**

The type of class(es) or grouping(s) in which the student is to receive approved instruction.

.01 *Regular class*—The general type of class or grouping in which most students receive instruction, including most classes other than those which are composed of students with special needs.

.02 *Special class or grouping for students with special needs*—A class or grouping composed of persons identified as being handicapped or having special educational needs, such as students identified under 8 01 01 on page 106, and for whom a program of special education is provided. Such a class or grouping should be identified according to the type of exceptionality or other characteristics of the students served. Some such students may be in regular classes and should be counted under item 5 24 00.01. Others may be in both regular classes and special classes and should be counted under item 5 24 00.03.

.03 *Both regular and special classes*—An arrangement in which given students with special needs receive a portion of their instruction in one or more special classes or groupings for students with special needs and the remainder of their instruction in one or more regular classes.

.04 *Individual instruction*—An arrangement whereby a student receives instruction by himself and not as part of a class.

.09 *Other class*—A type of class, or a grouping for instruction, other than those included in items 5 24 00.01 to 5 24 00.04. Any such type of class or grouping should be specified.

5 25 00.00 **Principal Medium of Instruction**

The principal medium by which the student receives communications from his teacher(s).

.01 *Direct student-teacher interaction*—Instruction by one or more teachers physically present, e.g., by a single teacher or by a team of two or more teachers.

.02 *Television, radio, or telephone*—Instruction received by television, radio, telephone, or other similar device.

.03 *Correspondence*—Instruction which provides for the systematic exchange between teacher and student of materials sent by mail.

.04 *Directed self study*—Self study under the guidance of one or more teachers, including the use of self-teaching materials and recordings.

.99 *Other medium*—Instruction other than that provided by the media included in items 5 25 00.01 to 5 25 00.04. Any such medium of instruction should be specified.

5 26 00.00 **Full-Time/Part-Time Status**

.01 *Full-time student*—A student who is carrying a full course load, as determined by the State, local school system, or institution. A college student generally is considered to be full-time when he carries at least 75 percent of a normal student load.

5 *ENROLLMENT—Continued*

5 10 00 **ENTRANCE (ADMISSION)—Continued**

5 26 00 **Full-Time/Part-Time Status—Continued**

.02 *Part-time student*—A student who is carrying less than a full course load, as determined by the State, local school system, or institution.

5 27 00.00 **Day/Evening Status (Community/Junior College)**

.01 *Day student*—A student who attends the majority of his classes during the daytime hours, as defined by the institution.

.02 *Evening student*—A student who attends the majority of his classes during the evening hours, as defined by the institution.

5 28 00 **Special Program Modification**

A change or deviation in the normal instructional program to accommodate special needs or conditions of the student, such as a physical handicap or a religious belief, including the need for special resources.

5 28 01 *Program Modification for Religious Reasons*

Any specific program modification required or permitted in the student's school activities because of his or his parent's special religious beliefs or practices, e.g., released time for religious instruction at a church, and exemption from participating in instruction in specific health subject matter. If a request for a program modification is expressed by the student or parent, the nature of the request should be noted, the resulting program modification specified, and the religion recorded.

5 28 02 *Program Modification for Physical Reasons*

Any specific prohibition, limitation, or other modification required in the student's school activities because of the student's physical condition. Any such modification should be specified, e.g., remedial physical education, and released time for physical therapy.

5 28 03 *Program Modification for Other Reasons*

A program modification for reasons not listed in 5 28 01 or 5 28 02, e.g., enabling the student to receive instruction not available in his school through provisions for dual enrollment in two secondary schools or a secondary school and a college (see item 5 18 00 on page 74). Any such modification should be specified.

5 28 04 *Special Resource Requirements*

Information regarding the student's need for special assistance, for specially designed facilities, or for special equipment, e.g., a special diet for a diabetic or allergic condition, ramps for a wheelchair, an elevator, provisions for incontinence, and provisions for storing serum and administering hypodermic injections. The reason, duration, and frequency of need should be stated.

5 31 00 **Course or Class Assignment**

Information about each course, class, and activity to which the student is assigned, including course information, teacher, and current class assignment schedule.

5 31 01 *Course/Class/Activity*

Identification of each course, class, or activity to which the student is assigned.

5 31 02 *Staff Member Name*

The name of the teacher or other staff member to whom a student is assigned for each course, class, or activity.

5 31 03 *Room Number*

Identification of the room number or other designation for the space to which the student is assigned for each course, class, or activity.

5 31 04 *Period Number*

The period number, time interval, and/or day identifying when the student participates in each course, class, or activity.

5 31 05 *Language of Instruction*

The primary language of instruction in each course, class, or activity to which the student is assigned. Normally, this information is recorded only by exception, that is, when the language of instruction is other than standard American English. Codes for language of instruction are included in appendix G, page 195.

5 32 00 **Counselor**

The name and title of the counselor to whom the student is assigned for assistance in making choices regarding educational, vocational, social, and personal problems.

5 33 00 **Homeroom Teacher**

The name of the teacher supervising the homeroom to which the student is assigned.

5 40 00 **MEMBERSHIP AND ATTENDANCE**

Information included under this heading concerns various aspects of the student's membership, attendance, absence, tardiness, and early departure.

5 41 00 **Membership Information**

Information indicating the period of time the student's name is on the current roll of a class or school, regardless of his being present or absent. The membership of a class or school is the number of students on the current roll as of a given date. This may be obtained by a simple count or by adding the total number present and the total number absent.

5 41 01 *Number of Days of Membership*

The number of days a student is present plus the number of days absent when school is in session during a given reporting period.

5 *ENROLLMENT—Continued*

5 40 00 **MEMBERSHIP AND ATTENDANCE—Continued**

5 41 00 **Membership Information—Continued**

5 41 01 *Number of Days of Membership—Continued*

A student is a member of a class or school from the date he enters until his name is withdrawn from the rolls. During this period, the student is either present or absent on each day (or half day) during which school is in session. The date of withdrawal from membership is the first day after the date of last attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known officially that the student left. Membership usually is terminated after excessive consecutive days of absence other than for long illness, or upon the completion of school work, transferring to another school, discontinuance of school, or death. (See also page 68.)

The sum of the days present and the days absent of all students, when school is in session during a given reporting period, is termed "aggregate days membership."

A *day in session* is a day on which the school is open and the students are under the guidance and direction of teachers. On some days the school plant may be closed and the student body as a whole engaged in school activities outside the school plant under the guidance and direction of teachers. Such days should be considered as days in session. Days on which the teaching facility is closed for such reasons as holidays, teachers' institutes, and inclement weather should *not* be considered as days in session.

In general, membership always is considered to be "full-time." However, when computing ratios for various purposes, persons attending curtailed sessions should be counted as if they were in membership for a portion of the session. For example (for purposes of obtaining statistical comparability *only*), student-staff ratios involving kindergarten and prekindergarten students attending a half-day session are computed as though these students were in membership for a half day.

5 41 02 *Percentage of Time in Membership (for an individual)*

The number of days in membership divided by the total number of days school was legally in session during a given reporting period, expressed as a percentage.

5 42 00 **Attendance Information**

Information concerning a student's attendance, absence, and tardiness in a class or school.

5 42 01 *Number of Days of Attendance*

The number of days a student is present and under the guidance and direction of one or more teachers while school is in session during a given reporting period. The sum of the days present (actually attended) of all students when school is in session is termed "aggregate days attendance."

Attendance is the presence of a student on days when school is in session. A student may be counted present only when he is actually at school or is present at another place at a school

activity which is sponsored by the school, is a part of the program of the school, and is personally supervised by a member or members of the school staff. This may include authorized independent study, work-study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities when officially authorized under policies of the local school board. It does not include "making up" schoolwork at home, or activities supervised or sponsored by private individuals or groups.

A *day of attendance* is a schoolday during which a student is present for an entire school session under the guidance and direction of teachers. When a student is present for only part of the session, his attendance should be counted according to the nearest half day of attendance. If overcrowded conditions make it necessary for a school to hold two separate sessions per day, a student attending for all of either session should be considered as having completed a full day of attendance. An excused absence during examination periods or because of sickness or for any other reason should not be counted as a day of attendance. Attendance at a State-approved half-day session for kindergarten or prekindergarten also should be considered as a full day of attendance; for example, if one group of 100 pupils attends a prekindergarten in the morning and a different group of 100 pupils attends in the afternoon, the aggregate attendance for the day is 200. However, when computing ratios for various purposes, persons attending curtailed sessions should be counted as if they were in attendance for a portion of the session. For example (for purposes of obtaining statistical comparability *only*), student-staff ratios involving kindergarten and prekindergarten students attending a half-day session are computed as though these students were in attendance for a half day.

5 42 02 *Number of Days of Absence*

The number of days—figured to the nearest half day—a student is not in attendance on days when school is in session during a given reporting period.

Any student must be counted absent who is not physically present at school or at a school activity.[33]

5 42 03 *Reason for Absence*

The primary cause for an absence, e.g., illness of student, medical or dental appointment, quarantine, physical injury, illness in family, death in family, travel with family, inclement weather, impassable roads, truancy, legal or illegal employment, attendance at court, temporary suspension, and religious holiday. In some instances, a school or school system may wish to distinguish between excused and unexcused absences.

5 42 04 *Referrals Because of Absence*

A record of referral actions taken because of excessive absences, including the date of each referral, the person to whom the referral was made, and the name and position of each person recommending a referral.

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[33] It should be noted that absence from the school and absence from a particular instructional activity or class need not always be recorded the same way. For example, a student may be counted present for attendance affecting the school district's ADA, while being excused from attendance during a single class period. Further, the roster maintained by the school office for figuring ADA or ADM frequently is maintained separately from the roster maintained by the teacher for a given class.

5 *ENROLLMENT—Continued*

5 40 00 **MEMBERSHIP AND ATTENDANCE—Continued**

5 42 00 **Attendance Information—Continued**

5 42 05 *Number of Times Tardy*

The number of times a student is tardy during a given reporting period. Tardiness is absence of a student at the time a given class and/or half day of attendance begins, provided that the student is in attendance before the close of that class or half day.

5 42 06 *Number of Early Departures*

The number of early departures of a student during a given reporting period. Early departure is leaving school before the official close of the school's daily session. Reasons may include special activity for curricular enrichment, doctor's appointment, and family emergency. In some instances, the school may wish to distinguish between excused and unexcused early departures. When officially approved on a regular basis, early departures just prior to the close of the session are considered to be released time.

5 42 07 *Released Time*

An arrangement whereby a school officially and regularly excuses a full-time student for a part of a session. This may be for reasons such as need at home, work on special activity, reduced schedule because of physical or emotional condition, doctor's appointments, and religious instruction.

5 42 08 *Percentage of Time in Attendance (for an individual)*

The number of days of attendance divided by the number of days of membership, expressed as a percentage.

5 50 00 **WITHDRAWAL**

Information included under this heading concerns students who withdraw from membership in a class, grade, or school by transferring, completing school work, discontinuing school work, or because of death. Such information should be recorded about all students who withdraw from membership, whether during the regular school term or between regular school terms. The *date of withdrawal* from membership is the first day after the date of last attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known officially that the student left. (See also page 68.)

5 51 00 **Transfer**

A student who leaves one class, grade, or school and moves to another class, grade, part-time program, or school is referred to as a "transfer." Each student who transfers from one elementary and secondary class or school to another during a regular school term, or between the completion of one regular school term and the beginning of the next, is identified with a designation selected from 5 51 01.01 to 5 51 01.09.

Additional subcategories under existing headings may be developed as deemed appropriate for use in individual school systems. For example, it may be desirable to include subcategories for students sent or transferred by legal authority to residential corrective institutions where they do schoolwork which can be applied toward the completion of elementary or secondary school programs.

Information about a student who transfers from an elementary school to a secondary school or from a junior high school to a senior high school frequently may be included under item 5 51 01.02. Information about a student completing high school is included under 5 52 00, Completion of Schoolwork.

A student who transfers to a college, adult/continuing education, or elementary or secondary summer school may be identified by the symbol "T8."

5 51 01.00 *Type of Transfer*

.01 *Transfer within the same school (T1)*—A student transferred within the same school because of a transfer, promotion, or demotion to another homeroom or class.

.02 *Transfer to a public school in the same local administrative unit(T2)*

.03 *Transfer to a nonpublic school in the same local administrative unit (T3)*

.08 *Transfer to a college, to adult/continuing education, or to elementary or secondary summer school (T8)*

.09 *Transfer to a school outside the local administrative unit (T9)*

5 51 02 *School or System to Which the Student Transfers*

The name and address of the school or school system to which the student transfers. When the student transfers to a location of instructin which is not a school facility, such as instruction at home or instruction within a noneducational institution, the complete address of the location in which he receives this instruction should be recorded under this heading.

5 52 00.00 **Completion of Schoolwork**

In this handbook, schoolwork is considered completed when the student graduates from a high school (grade 12) or community/junior college or otherwise fulfills the requirements for a prescribed program of studies. Midyear or year-end transfer to a higher grade within the same school is not considered as completion of schoolwork. Types of certificates and degrees awarded for the completion of schoolwork are included in 6 21 01 on page 97.

.11 *Graduated from high school or community/junior college (C1)*—The student receives a diploma or degree as formal recognition for the successful completion of a high school or community/junior college program of studies.

.12 *Completed other schoolwork (C2)*—The student completes school in an approved manner other than that included under item 5 52 00.11 above and receives a certificate of attendance or a certificate of completion, gains recognition for work as a high school postgraduate, is accepted

5 *ENROLLMENT—Continued*

5 50 00 **WITHDRAWAL—Continued**

5 52 00 **Completion of Schoolwork—Continued**

.12 *Completed other schoolwork (C2)—Continued*

for early admission to a college or university, or receives other recognition. A student receiving a high school equivalency certificate is not considered as a withdrawal and therefore is not included under this item; however, the awarding of such a diploma or certificate should be recorded under item 5 52 00.11.

5 53 00.00 **Discontinuance of School (Dropping out)**

This category applies to students who leave school or discontinue their schooling, for any reason except death, before graudation or completion of a program of studies and without transferring to another school. Such a person often is referred to as a "dropout."

The term is used most often to designate an elementary or secondary school student who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered as having discontinued his schooling, whether this occurs during or between regular school terms, whether it occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of schoolwork.

The term also may be applied to students withdrawing from community or junior colleges, adult/continuing education programs, and instruction during the summer school term of elementary and secondary schools. If maintained, records about the discontinuance of such students should be entirely separate from those about students discontinuing elementary and secondary schools where they have been in membership during the regular school term.

When a student discontinues one type of program of studies to enter another, he should be considered a transfer under 5 51 00.01 if in the same school or under other items of 5 51 00 if in another school.

.21 *Discontinued schooling (D)*

5 53 01 *Compulsory Attendance Status at Time of Discontinuing School*

Information regarding the student's compulsory attendance status at the time of discontinuance. Depending upon compulsory school attendance laws and regulations, this may include, within a given State or local school system, information on the student's age, his educational progress, the distance from his residence to the school or schoolbus route, economic needs of his family, and his employment status.

5 53 02.00 *Reason for Discontinuing School*

The explanation as to why the student discontinued schooling. The *one most significant reason* should be indicated; additional reasons may be maintained separately if desired.

This information might be obtained and verified through an exit interview or follow-up procedures.

.31 *Physical illness (D1)*—The student left school because of a physical illness.

.32 *Physical or sensory disability (D2)*—The student left school because of the unavailability of an educational program appropriate for his type of physical or sensory impairment or handicap.

.33 *Emotional disturbance (D3)*—The student left school or was required to leave school because of the unavailability of an educational program appropriate for his emotional disturbance.

.34 *Mental retardation (D4)*—The student left school because of the unavailability of an educational program appropriate for his level of retardation.

.35 *Behavioral difficulty (D5)*—The student was required to withdraw from school because of behavioral difficulty. If the student was expelled from school for this reason, any relevant information obtained during resulting hearings or proceedings should be incorporated in the record (see item 4 20 06 on page 66).

.36 *Academic difficulty (D6)*—The student left school or was required to leave because of academic difficulty.

.37 *Lack of appropriate curriculum (D7)*—The student left school because the curriculum was not appropriate for his needs.

.38 *Poor student-staff relationships (D8)*—The student left school because of poor relationships with members of the school staff.

.39 *Poor relationships with fellow students (D9)*—The student left school because of poor relationships with fellow students.

.40 *Dislike of school experience (D10)*—The student left school because of an active dislike of one or more aspects of his school experiences, other than those expressed in items 5 53 02.31 through 5 53 02.39. Any such area of dislike should be specified.

.41 *Parental influence (D11)*—The student left school as a result of parental encouragement to do so.

.42 *Need at home (D12)*—The student left school to help with work at home, including work on the family farm.

.43 *Economic reasons (D13)*—The student left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.

.44 *Employment (D14)*—The student left school to seek or accept employment, including employment required to support parents or other dependents.

.45 *Marriage (D15)*—The student left school because of marriage.

5 *ENROLLMENT—Continued*

5 50 00 **WITHDRAWAL—Continued**

5 53 00 **Discontinuance of School (Dropping out)—Continued**

5 53 02 *Reasons for Discontinuing School—Continued*

.46 *Pregnancy (D16)*—The student left school because of pregnancy.

.47 *Religion (D17)*—The student left school due to religious convictions of the student and/or the student's parents.

.48 *Other known reason (D18)*—The student left school or was required to leave for some known reason, other than those of items 5 53 02.31 to 5 53 02.47. Any such reason should be specified, e.g., no school available, and excessive distance from home to school or schoolbus route.

.49 *Reason unknown (D19)*—The student left school for a reason which is not known.

.50 *New residence, school status unknown (D20)*—The student left school upon moving to a new residence, as indicated under items 5 53 03.02 to 5 53 03.05; it is not known if he entered a new school.

5 53 03.00 *Residence After Discontinuing School*

The residence of the student immediately after discontinuing schoolwork. The student should be identified on the basis of the *one most appropriate residence.*

.01 *Same residence*—The former student remained at the same residence.

.02 *New residence of family*—The former student moved with his family to a new residence.

.03 *Noneducational institution*—The former student entered a noneducational institution. This includes any hospital, sanatorium, convalescent home, orphanage, corrective institution, or other residential institution where a school program is not in operation. If the student enters a residential institution where he takes part in a school program, he is considered a transfer (under 5 51 00) rather than a discontinuer or dropout (under the items of 5 53 00).

.04 *Armed services*—The former student entered the armed services.

.05 *Other new residence*—The former student established a new residence not included under items 5 53 03.02 to 5 53 03.04, e.g., he moved from the home of his parents to the home of a guardian, from a residential institution to a private home, or, after marrying, to a new residence with his spouse.

.09 *No record of residence after dropping out.*

5 53 04 *Source of Discontinuance Information*

The person or other source of any information on reason for discontinuing school and residence immediately thereafter.

5 54 00.00 **Death**

The record should include information about all students whose names are removed from the membership rolls because of death, whether this occurs during or between regular school terms.

.61 *Death of student*

5 54 01 *Cause of Death*[34]

5 54 02 *Source of Death Information*

The person or other source of any information about the date and cause of the student's death.

5 60 00 **NONENTRANCE INFORMATION**

Information recorded under this heading concerns individuals, residing in the administrative unit, who are of compulsory school attendance age or of school census age (if these limits are greater) and who have not entered any school during the current regular school term and are not classified as discontinuers or dropouts. A handicapped child of compulsory school attendance age who is not attending school because there is no program that meets his special need is referred to as a "nonserved child." A child *of compulsory school attendance age* who is not required to attend school for any other reason is referred to as an "exempted child."

This information should be maintained to whatever limits such recordkeeping is required by law or regulation.

5 60 01.00 *Reason for not Entering Local Public Elementary or Secondary School*

The explanation as to why a child or youth of compulsory school attendance age or of school census age who (a) has never entered school, (b) completed his high school work in an approved manner at the close of the preceding regular school term, or (c) for some other reason was not in school membership at the close of the preceding term, did not enter any local public elementary or secondary school for the current regular school term. If a child or youth was a member of any school at the close of the preceding term but did not transfer, complete his schoolwork, or die and did not enter school for the current term, he is considered a discontinuer or dropout. Information about such a person is recorded under 5 53 00. For persons included under 5 60 01.06, 5 60 01.07 and 5 60 01.08, a distinction may be made to indicate whether (a) the local public schools currently do not provide services for children having this child's condition, or (b) the local public schools provide services but do not have space available for this child at the present time.

Some of the following items of information may be of a confidential nature and should be used with discretion.

.01 *Receiving instruction elsewhere*—The child or youth is receiving instruction in other than a local public school, e.g., instruction in a nonpublic school, instruction in a public school outside the local administrative unit, and approved private instruction at home.

.02 *Under compulsory age*—The child has not yet reached the compulsory school attendance age. This information is maintained where required by law or regulation for school census or other purposes.

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[34] See page 176 for one possible use of this information.

5 *ENROLLMENT—Continued*

5 60 00 **NONENTRANCE INFORMATION—Continued**

5 60 01 *Reason for not Entering Local Public Elementary or Secondary School—Continued*

.03 *Over compulsory age*—The youth has passed the compulsory school attendance age. This information is maintained where required by law or regulation for school census or other purposes.

.04 *Completion*—The youth has been graduated from high school (grade 12) or has completed some other minimum required amount of schoolwork.

.05 *Distance from residence to school*—The residence of the child or youth is an excessive distance from any suitable school or schoolbus route.

.06 *Physical or sensory condition*—No appropriate educational program is available to the person; his physical condition (such as a severe crippling condition, profound deafness, or blindness) is of such a nature that participation in the existing educational program of the school system seems infeasible.

.07 *Mental retardation*—No appropriate educational program is available for the person's level of retardation.

.08 *Emotional disturbance or behavioral difficulty*—No appropriate educational program is available to the person; his emotional disturbance or behavioral difficulty is of such a nature that participation in the existing educational program of the school system seems infeasible.

.09 *Religious reasons*—The child and/or the child's parents have religious convictions that prohibit the child's participation in the educational program of the school system, and the child is not receiving approved instruction elsewhere.

.99 *Other reasons*—Reasons other than those presented in 5 60 01.01 to 5 60 01.09, explaining why a child or youth of school age does not enter either a public or nonpublic school, e.g., working to support his family, lack of clothing, lack of sufficient funds, and indifference of parents or child. Reasons presented under 5 53 02 may be used here if appropriate. Whatever the reason may be, it should be specified.

5 60 02 *Source of Nonentrance Information*

The person or other source of any information about the student's not entering school.

PERFORMANCE

6 00 00

Information recorded under this heading concerns aspects of the student's activities and accomplishments, including those which are a part of the school program, those which are conducted outside the school, and those which are undertaken after he leaves the school.

6 10 00 SCHOOL PERFORMANCE

School performance information concerns activities and accomplishments within the school program, such as information about the student's program of studies, courses, school activities, grade progression, and the diploma, certificate, or degree awarded for completion of schoolwork.

6 11 00 Program of Studies

A program of studies is a combination of related courses and/or self-contained classes organized for the attainment of specific educational objectives, e.g., a program of special education for handicapped students, a college preparatory program, an occupational program (in a given occupation or cluster of occupations), a general education program, and a transfer program.

6 11 01.00 *Type of Program of Studies*

An indication of the general purpose or content of the program of studies selected by the student or in which he is entered. Definitions for these terms are included in Handbook VI, pages 61 and 62.

.11 *Typical local elementary program*
.12 *Typical local middle school program*
.13 *Typical local junior high school program*
.20 *Program of special education for handicapped students*
.31 *College preparatory program*
.32 *Provisions for postgraduate study*
.41 *General education program*
.42 *Occupational program*—See 6 11 02 for further detail.
.51 *Transfer program*
.71 *Rehabilitation program*
.99 *Other program of studies* (specify)

6 11 02.00 *Type of Occupational Program of Studies*

As an expansion of information for 6 11 01.42, Occupational Program, the following items provide for describing the general nature of any program of studies that is designed primarily to prepare students for immediate employment or upgrading in an occupation or cluster of occupations, e.g., a vocational, technical, or apprenticeship program. If the program is designed for upgrading an individual in his current occupation or to retrain him for a new occupation, this should be indicated under 6 11 03.00, Type of Retraining Program.

.10 *Vocational program*
.20 *Technical program*
.30 *Apprenticeship program*
.90 *Other occupational program* (specify)

6 11 03.00 *Type of Retraining Program*

.01 *Upgrading in current occupation*
.02 *Retraining for new occupation*

6 11 04.00 *Area of Specialization*

A designation, as appropriate, for the subject-matter area or areas in which the student specializes within his program of studies. This may be considered an area of major

6 *PERFORMANCE—Continued*

6 10 00 **SCHOOL PERFORMANCE—Continued**

6 11 00 **Program of Studies—Continued**

6 11 04 *Area of Specialization—Continued*

specialization or minor specialization, according to local requirements for minimum number of courses or units of value. If definitions for the subject-matter areas and their subdivisions are required, these may be obtained from Handbook VI, pages 106 and following. For major disciplines in higher education, see the listing on pages 100 and 101.

.01 *Agriculture*
.02 *Art*
.03 *Business*
.04 *Distributive education*
.05 *English language arts*
.06 *Foreign languages*
.07 *Health occupations education*
.08 *Health and safety in daily living, physical education, and recreation*
.09 *Home economics*
.10 *Industrial arts*
.11 *Mathematics*
.12 *Music*
.13 *Natural sciences*
.14 *Office occupations*
.15 *Social sciences/social studies*
.16 *Technical education*
.17 *Trade and industrial occupations*
.18 *General elementary education and general secondary education*
.19 *Differentialized curriculum for handicapped students*
.98 *No area of specialization*
.99 *Other area of specialization* (specify)

6 12 00 **Course Information**

A course is an organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, and a 2-week workshop). Credit toward graduation or completion of a program of studies generally is given students for the successful completion of a course.

In a departmentalized organization, regardless of the instructional level, a course is that portion of the instruction, within a general subject-matter area, which has its own descriptive title and is presented in a prescheduled series of class meetings or, as in the case of instruction by approved correspondence, in a planned series of lessons.

In a nondepartmentalized situation, or in a self-contained class, the designation of a grade may be substituted for the course title.

Course information includes (a) descriptive information about the course itself and the class in which the student receives instruction, and (b) information about the student's performance in each course taken and in each portion of the instruction for which he receives a mark or report. When course information is forwarded outside the school system, data regarding the number of clock-hours or the number of equivalent weeks the class typically meets and minutes of class time per week should be indicated.

6 12 01 *Subject-Matter Area or Department*

A grouping of related subjects or units of subject matter under a heading such as English language arts, foreign languages, art, music, natural sciences, industrial arts, home economics, agriculture, business, physical education, and trade and industrial occupations. In a departmentalized school organization, a department is an administrative subdivision with a teaching staff responsible for instruction in a particular subject-matter area or field of study. Codes for subject-matter areas are included under 6 11 04, with reference to Handbook VI. For major disciplines in higher education, see the listing on pages 100 and 101.

6 12 02 *Course Code*

A number or other symbolic designation assigned to a course for identification purposes.

6 12 03 *Descriptive Course Title*

In a departmentalized organization, the descriptive title by which a course is identified (e.g., American History, English III); in a self-contained class, any portion of the instruction for which a mark is assigned or a report is made (e.g., reading, composition, spelling, etc.; or language arts).

6 12 04 *Grade Level*

A designation applied to that portion of the curriculum which represents the work of one regular school term. In referring to a given course, the term "grade" or "grade level" may indicate that the course normally is intended for students of a given grade. For courses normally open to students of several grades, each of these grades should be indicated. (Refer to figure IVb, page 36, for terms and codes.)

6 12 05 *Special Student Group for Which Course is Designed*

The nature of any special student group for which a course or class is designed. This group might be identified by designations such as talented, slow learners, retarded in reading ability, non-English speaking, crippled, or mentally retarded (educable or trainable). A number of special student characteristics is coded under 8 01 00, pages 106 and 107.

6 12 06 *Principal Medium of Instruction*

(See 5 25 00, page 79, for items and definitions.)

6 12 07 *Course Time Elements*

The number of clock-hours required for course completion, a figure especially important for occupational or vocational courses. This number may represent the clock-hour requirement of

6 *PERFORMANCE—Continued*

6 10 00 **SCHOOL PERFORMANCE—Continued**

6 12 00 **Course Information—Continued**

6 12 07 *Course Time Elements—Continued*

the course, or it may indicate the number of minutes (or clock-hours) of class time per week and the number of equivalent weeks the class typically meets.

6 13 00 **Mark or Report for Student Performance**

Any final mark or report received by the student for a course or for a portion of subject matter representing an evaluation of the work done. An interpretation of marks should be included when this information is sent outside the school system. Refer to Handbook VI, page 79, for a description of various marking scales.

6 14 00 **Credits (Units of Value)**

The unit(s) of value awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits frequently are expressed in terms such as "Carnegie units," "credits," "semester credit hours," and "quarter credit hours." An interpretation of credits should be included when this information is sent outside the school system. In some programs (e.g., some occupational programs), credit is applied toward completion of schoolwork not entailing graduation. In a self-contained class, credit is considered given for the successful completion of a regular school term (or a semester). Completion of a grade is recorded under 6 18 00, Progress Information. See Handbook VI, page 78, for various types of credits or units of value.

6 14 01 *Credits Transferred In*

The number of credits or other units of value accepted by the subject school from each previously attended institution for application toward graduation or other program requirements.

6 14 02 *Credits Attempted (Given School Term)*

The number of hours of credit a student attempts to earn during a given semester or regular school term.

6 14 03 *Cumulative Credits Attempted*

The cumulative number of hours of credit a student attempts to earn.

6 14 04 *Credits Received: School Year*

The number of hours of credit a student actually earns during a given school year. In some cases course credit may be earned by examination only.

6 14 05 *Credits Received: Cumulative*

The cumulative number of hours of credit a student actually earns.

6 15 00 **Mark Value**

The scale of numerical equivalents for marks awarded, indicating performance in schoolwork and used in determining student mark-point averages, e.g., A=4, B=3, C=2, D=1. These numerical

equivalents should be specified wherever appropriate. The specific numerical equivalents in student records may be referred to as "mark points." The computation of mark-point averages is described in 6 16 00. In some situations bonus points are awarded for courses of greatest difficulty, such as advanced placement courses. An interpretation of mark points should be included when this information is sent outside the school system.

6 15 01 *Mark Points Transferred In*

The number of mark points earned by the student and accepted by the subject school from each institution previously attended, as translated into equivalent mark points of the receiving institution.

6 15 02 *Mark Points Received (Given Reporting Period)*

The number of mark points earned by the student during a given reporting period.

6 15 03 *Cumulative Mark Points*

The total number of mark points earned by the student applicable toward the requirements for graduation, or for a degree or certificate. This consists usually of the mark points transferred in plus those earned in the current institution.

6 16 00 **Mark-Point Average**

A measure of average performance in all courses taken by a student during a marking period, school term, or year—or accumulated for several terms or years—obtained by dividing total mark points by total courses or by hours of instruction per week. See Handbook VI, page 80, for items describing the frequency and scope of mark-point averages. An interpretation of the mark-point average should be included when this information is sent outside the school system.

6 16 01 *Mark-Point Average (Given School Term)*

The average of mark points earned during a given semester or regular school term.

6 16 02 *Cumulative Mark-Point Average*

The cumulative mark points earned by the student divided by total courses, hours of instruction, or cumulative credits attempted.

6 16 03 *Size of Completion Group*

The number of students in the student's grade or other group with which the student is likely to graduate or to complete a program of instruction.

6 16 04 *Rank in Completion Group*

The position where the student's mark-point average places him in comparison to the number of persons in the completion group. Usually the highest mark-point average is ranked 1, the next highest 2, etc.

6 17 00 **Cocurricular Activity Information**

Data concerning the student's participation in activities under the sponsorship and/or direction of the school, of the type for which participation generally is not required and

6 *PERFORMANCE—Continued*

6 10 00 **SCHOOL PERFORMANCE—Continued**

6 17 00 **Cocurricular Activity Information—Continued**

credit is not awarded, e.g., student organizations, intramural and interscholastic athletics, publications, band, orchestra, and service activities.

Such participation should be specified in the student's record. For an expanded list of cocurricular activities, refer to Handbook VI, pages 242 to 246.

6 17 01 *Descriptive Activity Title*

The name or descriptive title of the cocurricular activity.

6 17 02 *Activity Honors*

Any honors and awards received by the student for participation in cocurricular activities.

6 18 00 **Progress Information**

Information about the progress of the student in full-time school programs in a grade or in an ungraded situation during a given regular school term. This information, usually completed at the close of a regular school term, is used in conjunction with 5 21 00, Grade Entered or Year in School.

6 18 01.00 *Type of Promotion*

The nature of the student's promotion or progress at the end of each appropriate school term. Definitions for the following terms are included in Handbook VI, page 84.

.10 *Regular promotion*
.20 *Accelerated promotion*
.30 *Continuous promotion*
.40 *Nonpromotion* (specify reason under 6 18 02.00)
.50 *Probationary promotion*
.60 *Variable progress*
.90 *Other type of promotion*

6 18 02.00 *Reason for Nonpromotion*

The primary cause of a nonpromotion, as recorded under 6 18 01.40.

.01 *Prolonged absence*
.02 *Illness*
.03 *Inadequate performance*
.09 *Other reason* (specify)

6 21 00 **Recognition for Completion**

The nature of the certificate or other recognition given the student for successful completion of a program of studies, course, class or cocurricular activity, or for graduation from a school, e.g., a

diploma or other certificate, promotion to the next school, and awarding of units of value. See Handbook VI, pages 85 and 86, for definitions.

6 21 01.00 *Recognition for Graduation or Completion of Program of Studies*

The nature of the certificate or other recognition given the student for the successful completion of the program of studies or for graduation, e.g., a diploma, an equivalency certificate, an associate degree, and promotion to the next school. Frequently, such recognition is bestowed at a formal graduation ceremony. It implies completion of a program of studies and indicates usually that the student is prepared for a more advanced level of instruction or activity.

.10 *High school diploma*
.11 *Uniform high school diploma*
.12 *Differentiated high school diploma*
.20 *Certificate of high school equivalency* (including recognition for attaining satisfactory scores on the test of General Education Development)
.30 *Certificate of completion*
.40 *Certificate of attendance*
.50 *Associate degree*[35]
.60 *Other certificate or degree* (specify)
.70 *Promotion to next school*
.80 *No recognition*
.99 *Other recognition* (specify)

6 21 02.00 *Recognition for Completion of Self-contained Class, Course, or Cocurricular Activity*

The nature of recognition given the student for the successful completion of the work of a self-contained class, course, or cocurricular activity, e.g., awarding of units of value or a certificate, and no special recognition. Refer to Handbook VI, pages 85 and 86, for definitions.

.01 *Awarding of units of value*
.02 *Completion of requirement, but no units of value awarded*
.03 *Certificate*
.04 *Honor award*
.05 *Letter of commendation*
.06 *Monogram*
.07 *Points*
.08 *Promotion or advancement*
.88 *No special recognition*
.99 *Other recognition* (specify)

6 22 00.00 **Honors Information**

Information about honors won by or awarded to the student, e.g., honor roll recognition, participation in honors program, and scholarships and prizes won.

.01 *Honor roll*—A list of names published each marking period, term, or year indicating students who have achieved a set standard of performance in their schoolwork. In colleges, this

[35] See the Glossary for definitions of Associate in Arts Degree, Associate in Science Degree, and Associate in Applied Science Degree.

6 *PERFORMANCE—Continued*

6 10 00 **SCHOOL PERFORMANCE—Continued**

6 22 00 **Honors Information—Continued**

6 22 00.01 *Honor roll—Continued*

frequently is referred to as the "dean's list." This information should be recorded for each school term.

.02 *Honorable mention*—A list of names published each marking period, term, or year indicating students who have achieved a set standard of performance in their schoolwork, but below the requirements of the honor roll.

.03 *Honor society*—An association that receives into membership students who have achieved high scholarship and, frequently, who also fulfill established requirements for distinction in leadership or citizenship.

.04 *Honors program*—A special accelerated educational program for advanced students.

.05 *Prize awards*—Awards given to students for excelling in specified subject-matter areas, e.g., literature, mathematics, and science.

.06 *Scholarships*—Awards, usually of money or of free or reduced tuition, given deserving students as recognition of achievement or as encouragement. The name of any such scholarship, the institution to which it applies, and other particulars should be noted.

.07 *Athletic awards*—Awards given students for outstanding achievement in athletic competition.

.08 *Citizenship awards*—Awards given students for outstanding achievement in civic and citizenship activities.

.99 *Other honors*—Any other honors given the student not listed in 6 22 00.01 to 6 22 00.08. Any such honor should be specified.

6 23 00 **Transcript Requests**

Information about requests for the student's transcript, e.g., the name of each institution or person requesting the transcript and the date the transcript was sent in response to such a request. Where required by local policies or regulations, parental or student consent should be obtained before sending transcripts (see chapter II).

6 30 00 **NONSCHOOL PERFORMANCE**

Nonschool performance information concerns employment of the student and other activities performed outside the school, whether performed during school terms or during vacations.

6 31 00 **Employment Information**

Information about work for pay done by the student while in membership during the regular school term or during vacation.

6 31 01 *Employer's Name*

The name of the student's employer.

6 31 02 *Hours Worked Per Week*

The number of hours per week the employer expects the student to work.

6 31 03 *Employment Permit Information*

Data regarding the type of employment permit or certificate issued to the student, the number of the permit or certificate, dates of validity, and other pertinent information.

6 31 04 *Work-Study Program Participation*

Data regarding the student's participation is the school's work-study program.

6 32 00 **Other Nonschool Performance Information**

Information about participation in activities, other than activities included in 6 31 00, which are neither sponsored by the school nor under the guidance or supervision of staff members but are considered significant in terms of permanent records about students. This includes information about the various activities in which the student participates outside the school, training received outside the school, honors and recognitions granted for participation in nonschool activities, offices and positions held by the student, travel information, hobby information, and other special interests and abilities.

6 32 01 *Description of Nonschool Activity*

Identification or description of each nonschool activity in which the student participates in a significant manner.

6 32 02 *Nonschool Activity Honors*

Honors and awards received by the student as a result of his nonschool activities. Any such honor or award should be specified.

6 33 00 **Nonschool Activity Interests**

Nonschool activities in which the student has expressed marked interest. Any such activity should be specified.

6 40 00 **POSTSCHOOL PERFORMANCE**

Postschool performance information concerns aspirations and plans of the student for postschool vocation, training, and education. Also included is information about employment and other activities of the former student after he leaves the school.

6 41 00 **Postschool Interests and Plans**

Current plans and interests as stated by the student for postschool vocation, training, and education.

6 *PERFORMANCE—Continued*

6 40 00 **POSTSCHOOL PERFORMANCE—Continued**

6 41 00 **Postschool Interests and Plans—Continued**

6 41 01.00 *Subject Matter of Postschool Training or Education in Which Interested*

The nature of the training or education which the student is planning or in which interested for participation after leaving his current school. Categories suggested for students planning career training in an area vocational school, technical institute, community/junior college, or other specialized school, included under .01a to .19a below, are taken from Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School System.*[36] Major disciplines for higher education, included under .01b to .49 b, are taken from *A Taxonomy of Instructional Programs in Higher Education.*[37] (Code numbers for these two lists are taken directly from the source documents; the suffixes "a" and "b" have been added to avoid duplication of codes.)

.01a	*Agriculture*
.02a	*Art*
.03a	*Business*
.04a	*Distributive education*
.05a	*English language arts*
.06a	*Foreign languages*
.07a	*Health occupations education*
.08a	*Health and safety in daily living, physical education, and recreation*
.09a	*Home economics*
.10a	*Industrial arts*
.11a	*Mathematics*
.12a	*Music*
.13a	*Natural sciences*
.14a	*Office occupations*
.15a	*Social sciences/social studies*
.16a	*Technical education*
.17a	*Trade and industrial occupations*
.19a	*Differentialized curriculum for handicapped students*
.01b	*Agricultural and natural resources*
.02b	*Architecture and environmental design*
.03b	*Area studies*
.04b	*Biological sciences*
.05b	*Business and management*
.06b	*Communications*
.07b	*Computer and information sciences*
.08b	*Education*
.09b	*Engineering*
.10b	*Fine and applied arts*

[36] From Handbook VI, chapter 5. (Publication information is on page 111.)

[37] Robert A. Huff and Marjorie O. Chandler, *A Taxonomy of Instructional Programs in Higher Education.* Washington: U.S. Government Printing Office, Superintendent of Documents Catalog No. HE 5.250:50064. 1970.

.11b	*Foreign languages*
.12b	*Health professions*
.13b	*Home economics*
.14b	*Law*
.15b	*Letters*
.16b	*Library science*
.17b	*Mathematics*
.18b	*Military sciences*
.19b	*Physical sciences*
.20b	*Psychology*
.21b	*Public affairs and services*
.22b	*Social sciences*
.23b	*Theology*
.49b	*Interdisciplinary studies*

6 41 02 *Extent of Education Planned*

The extent of education planned by the student. (See figure IVb, page 36, for terms and codes.)

6 41 03 *Career Objectives*[38]

The goals of the student in terms of the type of occupation. (See 2 11 06 on page 35 for details.)

6 42 00 **Postschool Education and Training Information**[39]

Data concerning further schooling and other training programs *after* leaving school.

6 42 01 *Type of Postschool Education or Training*

The nature of postschool education or training. References for terms and codes are included in 6 41 01, 6 11 00 on pages 91-92, and figure IVb on page 36.

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[38] A listing of "career clusters" under development as of December 1974 within the USOE Bureau of Occupational and Adult Education included the following categories:

Construction Occupations
Manufacturing Occupations
Transportation Occupations
Agri-Business and Natural Resources Occupations
Marine Science Occupations
Environmental Occupations
Business and Office Occupations
Marketing and Distribution Occupations
Communications and Media Occupations
Hospitality and Recreation Occupations
Personal Service Occupations
Public Services Occupations
Health Occupations
Consumer and Homemaking/Home Economics Occupations
Fine Arts and Humanities Occupations

[39] These data are needed for conducting most followup research studies intended to improve the educational program, and for assisting educators in working with former students. For guidelines about maintaining records after students leave school, see pages 9 and 10.

6 *PERFORMANCE—Continued*

6 40 00 **POSTSCHOOL PERFORMANCE—Continued**

6 42 00 **Postschool Education and Training Information—Continued**

6 42 02 *Institution(s) in Which Enrolled*

The name of each institution in which the former student enrolls for postschool education or training.

6 42 03 *Honors and Recognition Awarded*

Honors and recognitions awarded the former student, e.g., membership in honorary societies and offices held.

6 43 00 **Postschool Occupation and Employment Information**[40]

Data concerning the former student's employment after education and training.

6 43 01 *Employer*

The name of the individual, firm, or corporation employing the former student after he leaves school, and information about where the former student works. If the former student is not enrolled in school and is not employed, this fact may be indicated here.

6 43 02 *Type of Work Performed*

The work performed by the former student after he leaves school. The classification under 2 11 06 on page 35, which is suggested for use also under 6 41 03, Career Objectives, may be used to indicate the nature of postschool occupations. If desired, greater detail may be obtained in classification by referring directly to the *Dictionary of Occupational Titles*[41] or to *Vocational Education and Occupations.*[42]

6 43 03 *Military Service Experience*

Military service experience of the former student, including special training acquired while in the service.

6 44 00 **Other Postschool Activities**

Notable postschool activities and accomplishments other than information about employment, education, and military service, e.g., elective offices held and books published.

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[40] See footnote 39 on page 101.

[41] See reference to *Dictionary of Occupational Titles* on page 35.

[42] U.S. Department of Health, Education, and Welfare, Office of Education; and U.S. Department of Labor, Manpower Administration. *Vocational Education and Occupations.* Washington, D.C. U.S. Government Printing Office, Superintendent of Documents Catalog No. FS 5.280:80061. 1969.

TRANSPORTATION

7 00 00

Information recorded under this heading concerns the transportation of students. This information is collected primarily for the use of local school administrators and administrators of State programs of transportation. It should be maintained to whatever limits such recordkeeping is required by law or regulation or for effective operation of transportation programs.

7 01 00.00 TRANSPORTATION STATUS OF STUDENT

Information about whether or not the student is transported to and/or from school, or receives services and/or payment in lieu of transportation.

.01 *Transported at public expense*—The student is transported between home and school at public expense, whether the school system receives some State transportation aid for the student or whether the student is transported entirely at local school district expense.

.02 *Provided room, board, and/or payment in lieu of transportation*—The student is provided room, board, and/or payment in lieu of transportation between home and school.

.03 *Transported, but not at public expense*—The student is transported between home and school, but not at public expense, including situations where parents pay the school or school system for such transportation. This also includes riding in a private vehicle, riding a motorcyle, and riding public transportation at the student's expense.

.04 *Not transported*—The student is not transported between home and school, nor does the student receive any payment or service in lieu of transportation. This includes situations where the student walks or rides a bicycle.

.11 *Transported between schools*—The student is transported between schools for special classes or other such reasons. If appropriate, the record may indicate also whether this transportation is paid for by the student (or his family) or the school.

7 02 00 DISTANCE FROM HOME TO SCHOOL

The distance between the student's residence and the school, measured according to State and/or local regulations.

7 03 00.00 ELIGIBILITY OF STUDENT FOR TRANSPORTATION AT PUBLIC EXPENSE

The eligibility of the student for transportation between home and school at local public expense because of distance, handicap, or other reasons. If the duration of eligibility is limited, this should be indicated.

.10 *Eligible*—The student is eligible for transportation between home and school at local public expense because of distance, handicap, or other reason. If appropriate, the reason for eligibility may be expressed with the use of items 7 03 00.11 to 7 03 00.19.

.11 *Eligible because of distance*—The student is eligible for transportation because of the distance between his home and his school.

.12 *Eligible because of handicap*—The student is eligible for transportation because of a sensory, physical, mental, or emotional handicap.

7 *TRANSPORTATION—Continued*

7 03 00 **ELIGIBILITY OF STUDENT FOR TRANSPORTATION AT PUBLIC EXPENSE—Continued**

.13 *Eligible because of program for desegregation or integration*—The student is eligible for transportation because of the school's program for achieving racial or cultural integration, or for ending previous segregation, whether locally initiated or court mandated.

.14 *Eligible because of special instruction*—The student is eligible for transportation to other facilities to receive specialized instruction, such as vocational training.

.19 *Eligible for other reasons*—The student is eligible for transportation because of reasons other than those included under 7 03 00.11 to 7 03 00.14, e.g., hazardous highway conditions. Any such reason should be specified.

.20 *Not eligible*—The student is not eligible for transportation between home and school at public expense.

7 04 00 **VEHICLE ON WHICH TRANSPORTED**

The ownership and type of vehicle used for the transportation of students.

7 04 01.00 *Publicly Owned Vehicle*

A vehicle owned by a school district, a municipal unit of government, a State government, or the Federal Government, which is used for the transportation of students.

.01 *Publicly owned schoolbus*[43]
.02 *Other publicly owned vehicle*

7 04 02.00 *Privately Owned Vehicle*

A vehicle not publicly owned, which is used for the transportation of students.

.05 *Privately owned schoolbus*[43]
.06 *Other privately owned vehicle*

7 05 00 **DISTANCE TRANSPORTED**

The distance the student rides from the bus stop where he is picked up to the school and return, measured in tenths of a mile.

7 06 00 **LENGTH OF TIME TRANSPORTED**

The usual time the student spends on the vehicle when riding from his bus stop to the school and return, measured in minutes.

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[43] In this handbook the designation of schoolbus ownership is based on ownership of the chassis.

7 07 00.00 QUALIFICATION FOR STATE TRANSPORTATION AID

The qualification status of the student entitling the local school system to receive State transportation aid.

.01 *Qualifies for regular aid*—The local school system is eligible to receive regular State transportation aid for this student.

.02 *Qualifies for special education aid*—The local school system is eligible to receive State transportation aid for this student because of handicaps requiring special education.

.09 *Qualifies for other aid*—The local school system is eligible to receive State transportation aid for reasons other than those in 7 07 00.01 and 7 07 00.02. Any such reason should be specified.

.08 *Does not qualify*—The local school system is not eligible to receive transportation aid for this student.

7 08 00 SCHOOLBUS NUMBER

A number assigned by the school or school system to identify a specific bus.

7 09 00 SCHOOLBUS ROUTE NUMBER

A designation (usually numeric) for the route traveled by a given schoolbus in picking up students before school and delivering them to school or a designated transfer point, or in returning students after school to a transfer point or bus stops. In some instances, a schoolbus route may be considered to be subdivided into more than one run.

7 11 00 SCHOOLBUS RUN NUMBER

The number of a schoolbus run when the schoolbus route is considered to comprise more than one run.

7 12 00 BUS STOP IDENTIFICATION

A designation (usually numeric) assigned by the school or school system to identify various bus stops along a schoolbus route.

SPECIAL ASSISTANCE AND TUITION

8 00 00

Information recorded under this heading is administrative in nature and concerns situations in which receipt of money or other assistance by the school, the school district, the student, or his family is based upon the characteristics or status of the individual student or his family. Included is information concerning eligibility and participation in programs for which money is granted by the State and/or Federal Government. Such information should be maintained to whatever limits such recordkeeping is required by law or regulation.

Also included is data about eligibility and participation in special programs supported by such agencies as foundations and in other special programs authorized by the local board of education to meet the unique needs of specific classifications of students.

8 SPECIAL ASSISTANCE AND TUITION—Continued

A record should be maintained listing each program for which the student is eligible to participate and whether or not he actually participates.

8 01 00 STUDENTS WITH SPECIAL CHARACTERISTICS

Students who, because of certain atypical characteristics or other considerations, have been identified by professionally qualified personnel as requiring or qualifying for special educational planning and services, whether or not such services are available.

The following categories are provided to assist in determining special needs for educational programs under Federal, State, and local regulations.

8 01 01.00 *Special Conditions*

.01	*No special characteristic*
.11	*Partially seeing*[44] (See 3 21 05.11)
.12	*Blind*[44] (See 3 21 05.12)
.13	*Otherwise visually impaired*—(See 3 21 05.13; specify impairment)
.21	*Hard of hearing*—(See 3 22 07.21)
.22	*Deaf*—(See 3 22 07.22)
.25	*Speech handicapped*[45] (See 3 23 03.25)
.26	*Language handicapped*[45] (See 3 23 02.26)
.27	*Not fluent with English*—(See 1 09 01.27)
.28	*Functionally illiterate*—(See 1 09 01.28)
.31	*Orthopedically handicapped (crippled)*—(See 3 28 00.31)
.32	*Other health impaired*—(See 3 28 00.32)
.40	*Gifted and talented*—(See 4 30 01.40)
.51	*Underachievers*—(See 4 30 02.51)
.52	*Slow learners*—(See 4 30 03.52)
.61	*Educable mentally retarded*—(See 4 30 04.61)
.62	*Trainable mentally retarded*—(See 4 30 04.62)
.63	*Severely mentally retarded*—(See 4 30 04.63)
.71	*Seriously emotionally distrubed*—(See 4 30 05.71)
.72	*Socially maladjusted*—(See 4 30 06.72)
.73	*Children with specific learning disabilities*—(See 4 30 07.73)
.79	*Other behavioral and psychological characteristics*—(See 4 30 09.90; specify)
.81	*American Indian children*—(See 1 04 00.10)
.82	*Migratory children of migratory agricultural workers*—(See 2 50 00.82)
.83	*Students in institutions for delinquent children*—(See Glossary definition for **Institution for Delinquent Children**)
.84	*Students in institutions for neglected children*—(See Glossary definition for **Institution for Neglected Children**)
.89	*Other culturally different*—(See 2 50 00.89; specify)
.91	*Family economic need*—(See 2 40 00)
.99	*Other special characteristics*—(Specify)

[44] In programs of education for the handicapped, the partially seeing and the blind are referred to collectively as the visually handicapped.

[45] In programs of education for the handicapped, the speech handicapped and the language handicapped often are reported collectively as the speech impaired.

8 01 02.00 *Multiple Conditions*

Two or more special characteristics or atypical conditions present in the same individual.

When needed for summary or reporting purposes, the following categories may be derived from 8 01 01 in the records of individual students and used to indicate totals for a school, school system, or State.

.01 *Multihandicapped*—Having more than one handicapping condition. This category is used in reporting about the multihandicapped (other than the deaf-blind) to the U.S. Office of Education. (See 8 02 00.00, Federal Educational Program Eligibility.)

.02 *Deaf-blind*—Having both auditory and visual impairments (see 3 22 07 and 3 21 05), the combination of which causes such severe communications and other developmental and educational problems that the individual cannot properly be accommodated in special education programs designed solely for the hearing handicapped person or for the visually handicapped person.

.03 *Retarded-blind*—Having both mental retardation (see 4 30 04) and a visual impairment (see 3 21 05), the combination of which causes such severe communications and other developmental and educational problems that the individual cannot properly be accommodated in special educational programs designed solely for the mentally retarded person or the visually handicapped person.

.06 *Retarded-deaf*—Having both mental retardation (see 4 30 04) and an auditory impairment (see 3 22 07), the combination of which causes such severe communications and other mental and educational problems that the individual cannot properly be accommodated in special education programs designed solely for the mentally retarded person or for the deaf person.

.05 *Retarded-orthopedic*—Having both mental retardation (see 4 30 04) and an orthopedic handicap (see 3 28 00.31), the combination of which causes such severe communications and other mental and educational problems that the individual cannot properly be accommodated in special education programs designed solely for the mentally retarded person or for the orthopedically handicapped person.

.06 *Seriously emotionally disturbed-other special condition*—Having severe emotional disturbance (see 4 30 05.71) and also being identified as mentally retarded (see 4 30 04) or visually, auditorily, or orthopedically handicapped (see 3 21 05, 3 22 07, and 3 28 00.31).

.99 *Other multiple conditions*—A combination of two or more exceptional conditions other than those in items 8 01 02.02 to 8 01 02.06 listed above. Any such combination of conditions should be specified.

8 02 00.00 FEDERAL EDUCATIONAL PROGRAM ELIGIBILITY

The eligibility of the student to participate in specific educational programs for which Federal funds are available, AND, the eligibility of the school system to receive Federal funds, based on characteristics and/or status of its students. This includes programs for handicapped students, for veterans and their dependents, for American Indian students, for migratory children of migratory

8 *SPECIAL ASSISTANCE AND TUITION—Continued*

8 02 00 **FEDERAL EDUCATIONAL PROGRAM ELIGIBILITY—Continued**

agricultural workers, and for students preparing to enter the work force in given occupations or occupational clusters. Also included is information necessary to establish the eligibility of the local school district to receive Federal assistance for federally affected areas under Public Laws 874 and 815, e.g., the number of students residing on Federal property, the number whose parents work on Federal property, and the number whose parents are employed in Federal activities, usually on a Federal contract in a private plant.

Federal legislation usually is designed to meet specific needs of identifiable groups or to alleviate social, economic, physical, or human problems on a large scale. Thus, eligibility characteristics are generally described in broad terms in the enabling legislation. Eligibility requirements may be based upon such diverse factors as income level, educational achievement, veteran's status,[46] obsolescent occupation, and handicaps of individuals within an identifiable population or a carefully drawn geographic or political subdivision.

For purposes of reporting on handicapped students to the U.S. Office of Education, students generally should be identified first according to their *major handicap*. However, students with both auditory and visual handicaps should be specially identified (see item 8 01 02.02). Others with multiple handicaps should be identified according to their major handicap[47] *and* with the designation "multihandicapped," as indicated in 8 01 02.01.

Eligibility requirements are always subject to audit. Therefore records of program participants should be carefully kept in a format readily verifying eligibility requirements and on characteristics specified in the legislation.

Frequently, Federal funds are made available only for the purpose of supplementing or stimulating local effort. In this case, utilization of Federal funds to replace local effort is expressly prohibited, and willingness to provide a local share frequently is a condition of eligibility.

.01 *Eligible*—(Specify each program)
.02 *Participating*—(Specify each program)

8 03 00.00 **STATE EDUCATIONAL PROGRAM ELIGIBILITY**

Eligibility of the student to participate in specific educational programs for which State funds are available, AND, the eligibility of the school system to receive State funds, based on characteristics and/or status of its students.

State legislation for programs to meet or alleviate needs of identifiable population groups usually describes eligibility requirements and/or characteristics of the target population in fairly broad terms. Legislation normally is followed closely by publication of rules and regulations promulgated by the appropriate agency at the State level. That agency generally will be responsible for implementing the legislation and providing whatever technical assistance is required. The State department of education usually can provide a list of the authorized programs of the State.

Some items concerning State transportation aid are included under 7 07 00 on page 105.

.01 *Eligible*—(Specify each program)
.02 *Participating*—(Specify each program)

[46] See 1 11 00, Veteran Benefit Status, and refer to the glossary definitions of Veteran, Veterans' Educational Assistance Program, Veterans' Vocational Rehabilitation Program, and Veterans' Dependents' Educational Assistance Program.

[47] As of December 1974, reports to the OE Bureau of Education for the Handicapped include the following categories: the trainable mentally retarded, educable mentally retarded, learning disabled, seriously emotionally disturbed, other health impaired, crippled (orthopedically handicapped), visually handicapped, deaf-blind, deaf, hard of hearing, speech impaired, and severely handicapped. See the Glossary for definition of "Handicapped Children" and "Severly Handicapped."

8 04 00.00 **OTHER SPECIAL EDUCATIONAL PROGRAM ELIGIBILITY**

Eligibility of the student for any special program not identified under 8 02 00 or 8 03 00. Such a program might be sponsored by a foundation or civic group, or might be supported by restricted funds authorized and allocated by the local Board of Education.

.01 *Eligible*—(Specify each program)
.02 *Participating*—(Specify each program)

8 05 00 **WELFARE ELIGIBILITY**

Eligibility of the individual to receive welfare. As used here, the term "welfare" is intended to mean the system for providing goods and/or services to financially indigent or physically incapacitated persons or their families for the purpose of sustaining a minimal life style for an indeterminate period. Eligibility requirements are established by law or ordinance at the funding source which may be either local, State, or Federal. *If details of eligibility data are required, it is recommended that separate records be maintained and not made a part of the student's cumulative record* (see text and figure IIb on pages 10 and 11).

8 06 00 **TUITION AND FEE INFORMATION**

Information of an administrative nature, concerning situations in which the receipt of money for tuition and/or fees is based upon the characteristics or status of individual students.

8 06 01 *Tuition Requirement*

Any factor regulated by local, State, or Federal authorities in determining whether or not tuition is to be paid for given students, e.g., residency status as included in item 2 60 40 on page 42.

8 06 02.00 *Tuition Status*

Information indicating the extent of tuition payment for the student, regardless of his residency status.

.01 *Nontuition student*—A student—usually a resident of the geographic area served by a specified school, school system, or institution—for whom no tuition is paid.

.02 *Full-tuition student*—A student—usually a nonresident of the geographic area served by a specified school, school system, or institution—for whom the maximum allowable tuition is paid.

.03 *Partial-tuition student*—A student for whom tuition is paid, but less than the maximum amount.

8 06 03.00 *Tuition Paid By*

The source of the student's tuition payment.

.01 *Another school district within the intermediate administrative unit*
.02 *Another school district within the State (outside the intermediate administrative unit)*
.03 *A school district outside the State*
.04 *A State agency*
.05 *A Federal agency*

8 *SPECIAL ASSISTANCE AND TUITION—Continued*

8 06 00 **TUITION AND FEE INFORMATION—Continued**

8 06 03 *Tuition Paid by—Continued*

.06 *The student or his family*
.99 *Other source of payment* (Specify)

8 06 04 *Fees Paid By*

The source of fee payments for the student. The items under 8 06 03 may be used for indicating this source.

Chapter V
GLOSSARY

This chapter contains definitions of terms used in this handbook but not defined in chapter I or IV, and such additional terms as seem necessary to common understanding concerning procedures for maintaining records and making reports about students.

The chapter is divided into two sections, with definitions of selected student-related terms beginning on page 112 and definitions of selected medical terms beginning on page 129. Terms defined elsewhere in this handbook may be located through the use of the index or through the classifications of chapter III or IV.

1. GLOSSARY OF SELECTED STUDENT-RELATED TERMS

This glossary is arranged alphabetically and includes a limited amount of cross-referencing. Where cross-reference is made to another term in the glossary, no page number is given; however, a page number is included where reference is made to a term in another portion of the handbook. Multiworded terms are not inverted; groups of terms having common words may be located by using the index.

Many of the definitions of this glossary have been taken directly from the previous handbooks of the State Educational Records and Reports Series: Handbooks I[1], II[2], III[3], IV[4], V[5], VI[6] and VII[7]. The respective handbooks from which definitions have been taken are indicated by the Roman numeral designation of the handbook. The revisions of Handbooks II (in 1973) and IV (in 1974) carry the designations "IIR"[8] and "IVR."[9]

A comma separates handbook numbers when there *was no change* in the definition from one cited handbook to the next; a hyphen (-) is used to separate handbook numbers when there *was a change* in the definition. The letter "M" follows the last cited handbook number when the definition was modified for use in this handbook (i.e., revised Handbook V). The single exception to this practice occurs when the word "pupil" has been changed to "student" for use in this handbook. In this case, the definition is considered to be unchanged and the letter "M" is not used.

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[1] Paul L. Reason, Emery M. Foster, and Robert F. Will, *The Common Core of State Educational Information*. Washington: U.S. Government Printing Office, 1953. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook I, Bulletin 1953, No. 8.

[2] Paul L. Reason and Alpheus L. White, *Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts*, Washington: U.S. Government Printing Office, 1957. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook II, Bulletin 1957, No. 4.

[3] Paul L. Reason and George G. Tankard, Jr., *Property Accounting for Local and State School Systems*. Washington: U.S. Government Printing Office, 1959. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook III, Bulletin 1959, No. 22.

[4] Allan R. Lichtenberger and Richard J. Penrod, *Staff Accounting for Local and State School Systems*. Washington: U.S. Government Printing Office, 1965. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook IV, Bulletin 1965, No. 18.

[5] John F. Putnam and George G. Tankard, Jr., *Pupil Accounting for Local and State School Systems*. Washington: U.S. Government Printing Office, 1964. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook V, Bulletin 1964, No. 39.

[6] John F. Putnam and W. Dale Chismore, *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, Washington: U.S. Government Printing Office, 1970. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook VI, Bulletin OE 23052.

[7] Yeuell Y. Harris and Ivan N. Seibert, *The State Education Agency*, Washington: U.S. Government Printing Office, 1971. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook VII, Bulletin OE 23054.

[8] Charles T. Roberts and Allan R. Lichtenberger, *Financial Accounting: Classifications and Standard Terminology for Local and State School Systems*. Washington: U.S. Government Printing Office, 1973. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook II, Revised, Bulletin OE 73-11800.

[9] Charles T. Roberts, *Staff Accounting for Local and State School Systems: Standard Terminology, Classifications, Operating Procedures and Reporting*. Washington: U.S. Government Printing Office, 1974. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook IV, Revised, Bulletin OE-74-314.

A

Absence—Nonattendance of a student on a day or half day when school is in session. This frequently is counted to the nearest half day or half session. (VM) *See also* **Day of Absence** and **Session.**

Academic Year—*See* **Regular School Term.**

Accounting—The procedure of maintaining systematic records of happenings, occurrences, and events relating to persons, objects, or money and summarizing, analyzing, and interpreting the results of such records. (IV-VII, IIR, IVR)

ADA—A term referring to average daily attendance. (V) *See also* **Average Daily Attendance.**

ADM—A term referring to average daily membership. (V) *See also* **Average Daily Membership.**

Administrative Staff Members Per 1,000 Students in Average Daily Membership—The number representing the total full-time equivalency of principal assignments,[10] assistant principal assignments,[10] central administrative staff assignments[10] (including area administrators and their staffs), and assignments for supervising, managing, and directing academic departments[10] in the schools during a given period of time, multiplied by 1,000 and divided by the average daily membership of students during this period.

Administrative Unit—A geographic area which, for specified public school purposes, is under the control of a board of education and the supervision of one or more administrative officers. (I, IV, V-VI, VII)

Adult Education—Instruction designed to meet the unique needs of adults and youth who are beyond the age of compulsory school attendance. This may be provided by a school system, college, or other agency or institution (including a technical institute or area vocational school) through activities and media such as formal classes, correspondence study, radio, television, lectures, concerts, demonstrations, and counseling. (IV-V-VI-VIIM)

Adult School—A separately organized school providing instruction for adults and youth beyond the age of compulsory school attendance. (V-VI)

Age as of September 1—As used in student records, age at last birthday on or prior to September 1. Age may be recorded and reported by years, i.e. an official school age reported as 8 years means that the child has reached his eighth birthday on or prior to September 1, but has not reached his ninth birthday. Age also may be recorded and reported by years and months, as of September 1, or by birth date. Age may be verified by a document such as a birth certificate, parent's affidavit, hospital certificate, age certificate, entry in family Bible, baptismal certificate, passport, and previously verified school record. (I-VM)

Age-Grade Distribution—The number or percentage of students of each age in each grade, usually presented in an age-grade distribution table. (V)

Aggregate Days Absence—The sum of the days of absence of all students when school is in session during a given reporting period. Only days on which the students are under the guidance and direction of teachers should be considered as days in session. (I-V) *See also* **Day in Session,** page 82.

Aggregate Days Attendance—The sum of the days present (actually attended) of all students when school is in session during a given reporting period. Only days on which the students are under the guidance and direction of teachers should be considered as days in session. (I, II, IV, V, VII, IIR, IVR) *See also* **Day in Session** on page 82 and **Day of Attendance,** page 83.

Aggregate Days Membership—The sum of the days present and absent of all students when school is in session during a given reporting period. Only days on which the students are under the guidance and direction of teachers should be considered as days in session. (I, II-IV, V, IIR, IVR) *See also* **Day in Session** on page 82 and **Membership,** pages 81 and 82.

Agricultural Activities—As defined for Federal compensatory education programs, a sequence of activities ranging from soil preparation through and including the storage, canning, or freezing of cultivated crops, and activities on farms and ranches related to producing and processing milk, poultry, livestock, and fish. Operations involved in forest nurseries and fish farms are considered to be agricultural activities. The cutting, transportation, and sawing of timber are not considered agricultural activities, nor are the catching and processing of fish from streams and the ocean.

Aleut—A member of a cultural group of Oriental origins living primarily in the Aleutian Islands and part of the Alaska peninsula.

Anecdotal Record—Notes describing exactly what a student said or did in specific situations. When accumulated, anecdotal records may yield a picture of

[10] See Handbook IV (Revised) for definitions of various staff assignments.

the student's developing behavior patterns, interests, attitudes, strengths, and problems.

Annual Current Expenditures Per Student In ADA—The annual current expenditures divided by the average daily attendance for the year. (VM) *See also* **Current Expenditures** and **Current Expenditures Per Student.**

Annual Current Expenditures Per Student In ADM—The annual current expenditures divided by the average daily membership for the year. (VM) *See also* **Current Expenditures** and **Current Expenditures Per Student.**

Annual Withdrawal Rate—The total number of times students withdraw from school during a given regular school term, divided by the number of different students in active membership status during the term, expressed as a percentage. (V) *See also* **Active Membership Status** in footnote on page 68.

Apprentice—A worker who is learning a recognized occupation in accordance with a written apprentice-training contract between him and his employer or employers which provides for a given period of planned work experience through employment on the job, supplemented by appropriate related instruction, and with other specified provisions of the arrangement. (VI)

Area Vocational School—A public school which has been approved by the State board for vocational education to provide instruction in the occupations (other than professional occupations) to residents of the State, a county, a major city, or another designated geographic area usually larger than one local basic administrative unit. (IV, V-VI)

Associate in Applied Science Degree—A degree commonly conferred upon the successful completion of a 2-year postsecondary program of studies composed of general education, electives, and a major concentration in a chosen technical, semiprofessional, or professional area of study.

Associate in Arts Degree—A degree commonly conferred upon the successful completion of a 2-year postsecondary program of studies composed essentially of courses in the liberal arts.

Associate in Science Degree—A degree commonly conferred upon the successful completion of a 2-year postsecondary program of studies composed of courses in the liberal arts and sciences.

Attendance Area—The geographic area wherein reside the students normally served by a particular school.

Attendance Center—The location where students residing in a given geographic area attend school. (VII)

Attendance Register—A record containing information such as (a) the names of students who have entered or are expected to enter a class or school; (b) identification information about each student such as sex, date of birth, and address; and (c) information concerning his entry or reentry, membership, attendance, absence, tardiness, and withdrawal. (VM)

Atypical Characteristic—A characteristic of an individual in a given chronological age group which is markedly different from that of the mean. (V, VI) *See also* **Exceptional Children.**

Atypical Condition—A condition of an individual in a given chronological age group which is markedly different from that of the mean. An individual having an atypical condition may reveal one or more atypical characteristics which enable an identification of the condition. (V) *See also* **Atypical Characteristic.**

Average Age of Students—The total of the ages (expressed in years and months) of the students of a given group divided by the number of students in the group. (V)

Average Class Size—The total membership of classes of a given type, as of a given date, divided by the number of such classes. (V)

Average Daily Absence—The aggregate days absence of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the students are under the guidance and direction of teachers should be considered as days in session. The average daily absence for groups of schools having varying lengths of terms is the sum of the average daily absences obtained for the individual schools. (V) *See also* **Aggregate Days Absence, Day in Session** on page 82, and **Day of Absence.**

Average Daily Attendance (ADA)—The aggregate days attendance of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the students are under the guidance and direction of teachers should be considered as days in session. The reporting period is generally a given regular school term. The average daily attendance for groups of schools having varying lengths of terms is the sum of the average daily attendances obtained for the individual schools. For purposes of obtaining statistical comparability *only,* student-staff ratios involving kindergarten and prekindergarten students attending a half-day session are computed as though these students are in attendance for a half day. The average daily attendance of children and youth residing in institutions for neg-

lected or delinquent children or in adult correctional institutions should be reported according to provisions of the applicable legislation. (I, II, III-IV, V, VI-VII-IIR, IVRM)

Average Daily Membership (ADM)—The aggregate days membership of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the students are under the guidance and direction of teachers should be considered as days in session. The reporting period is generally a given regular school term. The average daily membership for groups of schools having varying lengths of terms is the sum of the average daily memberships obtained for the individual schools. For purposes of obtaining statistical comparability *only,* student-staff ratios involving kindergarten and prekindergarten students attending a half-day session are computed as though these students are in membership for a half day. (I, II, III-IV-V, VI, VII-IIR, IVRM)

Average Daily Membership of Students Transported—The aggregate days membership during a given reporting period of students transported to and from school divided by the number of days school is in session during this period.

Average Daily Number of Students Participating in National School Lunch and/or Breakfast Programs—The total number of servings per month for elementary and secondary school students in national lunch and/or breakfast programs, divided by the number of days the meal is served.

Average Membership Per School—The total membership of schools in a reporting unit, as of a given date, divided by the number of schools in the unit. (V, VI)

Average Number of Children Per Attendance Area—The total number of children of school age in an administrative unit divided by the number of attendance areas within the administrative unit. (V, VI)

Average Number of Children Per School District—The total number of children of school age in a given State (or intermediate unit) divided by the number of local basic administrative units within the State (or intermediate unit). (V, VI)

Average Number of Students Transported—The aggregate number of days individual students are transported between home and school during a given reporting period divided by the number of days transportation is provided.

Average Transportation Cost Per Student Transported—The annual current expenditures for student transportation divided by the average daily membership of students transported. (V)

B

Behavior Pattern—A special grouping or mosaic of responses of a student that, in the judgment of a trained observer, possesses some intrinsic unity. The responses obtained are considered to result from inner psychological needs; as such they are more or less automatic, with the student having little control over them.

Board of Education—The elected or appointed body which has been vested with responsibilities for authorizing, financing, and evaluating the educational activities in a given school system, school, or geographic area. Such bodies sometimes are known by terms such as school boards, governing boards, boards of directors, school committees, and school trustees. This definition relates to the general term and encompasses the boards of both public and nonpublic institutions and school systems. (VIM) *See also* **Public Board of Education.**

Boarding School—*See* **Residential School.**

Bonus Points—As used in this handbook, additional mark points awarded students in secondary schools and junior colleges for performance in school work of unusual difficulty, e.g., for advanced courses. This does not refer to a system of rewards or "tokens" sometimes used as a teaching technique.

C

Case Load—The number of students for whom a professional staff member is responsible for providing special educational services.

Certificate of Completion—A document certifying the satisfactory completion of a course or a program of studies. This document frequently is awarded for courses for which credit toward graduation is not granted. This document sometimes is referred to as a "certificate of training." (V, VI)

Certificate of High School Equivalency—A formal document issued by a State department of education or other authorized agency certifying that an individual has met the State requirements for high school graduation by attaining satisfactory scores on the Tests of General Educational Development or another State-specified examination. Certificates of high school equivalency are official documents that frequently are accepted by employers, post-secondary educational institutions, and others in the same manner as high school diplomas. (V, VI, VIIM)

See also **High School Equivalency Examination** and **Tests of General Educational Development (GED).**

Church-Related School—A school associated with a religious or church organization.

Class—A group of students assigned to one or more teachers or other staff members for a given period of time for instruction or other activity in a situation where the teacher(s) and the students are in the presence of each other. (I, III-IV, V, VI)

Class Period—The portion of the daily session set aside for instruction in classes, when most classes meet for a single such unit of time. (V-VI)

Class Size—The membership of a class as of a given date.

Clock-Hour—As used in this handbook, about 60 minutes of classwork or instruction. This may include time for passing from one class to another. (IVM)

Cocurricular Activities—Activities, under the sponsorship or direction of the school, of the type for which participation generally is not required and credit generally is not awarded. (VI, VII-IIR, IVRM)

Coding—Distinguishing among items and categories of information by assigning numbers or other symbolic designations so that the items and categories are readily identifiable. (II, III-IV, V-VII, IIR)

Community School—An elementary, secondary, and/or adult/continuing education organizational arrangement (or institution), operated by a local board of public education, in which instruction and other activities are intended to be relevant and applicable to the needs of all or most segments of the total population of the community served.

Community Service Education—A term frequently used synonymously with the term "Adult/Continuing Education." This term reflects the efforts of community colleges and other institutions or agencies to extend their resources (e.g., facilities, personnel, and expertise) into the community through programs of noncredit, educational, avocational, or recreational courses, seminars, conferences, workshops, and other events utilizing any applicable facility or locale.

Comprehensive High School—A secondary school with a number of departments (e.g., academic, industrial, business, and vocational) offering a diversified program to meet the needs of students with varying interests and abilities. (IV, V, VI, VII)

Compulsory School Attendance—The practice of requiring school attendance by law. (V)

Compulsory School Attendance Age—The age span during which a child is required by law to attend school. (V)

Confidential Reports from Outside Agencies—As used in this handbook, confidential information from the records of cooperating agencies and individuals such as hospitals, child welfare agencies, and the juvenile court; or correction officers and private practioners. Any such reports should be accepted only with the mutual understanding that they will not be incorporated into cumulative records or special student services records, they will be under the direct supervision of qualified school personnel, and they will be made available on request to students or their parents. *See also* **Cumulative Student Record and Special Student Service Record.**

Continuous School Census—An individual record of every resident child from birth to 21 years of age, or within some other age limits, which is checked regularly with all sources of information available to the school so as to provide an accurate current list of all children residing in a given administrative unit. (V)

Cooperative Education—A combination program of study and practice—conducted on an alternating schedule of half days, weeks, or other periods of time—providing legal employment for students with organized on-the-job training and correlated school instruction. (VI)

Corrective Institution—An institution to which children and/or youth are committed for the correction of inappropriate patterns of social behavior. (V) *See also* **Institution for Delinquent Children.**

Cost Per Student—Current expenditures for a given period of time and/or for given programs, divided by an appropriate student unit of measure such as average daily attendance, or students in average daily membership. *See also* **Current Expenditures, Annual Current Expenditures Per Student in ADA, Annual Current Expenditures Per Student in ADM, Current Expenditures Per Student, Current Expenditures Per Student Per Day (ADA), and Current Expenditures Per Student Per Day (ADM).**

Counselors Per 1,000 Students in Average Daily Attendance—The number representing the total full-time equivalency of counselor assignments[10] in a school or school system during a given period of time, multiplied by 1,000 and divided by the average daily attendance of students during this period.

[10] See Handbook IV (Revised) for definitions of various staff assignments.

Counselors Per 1,000 Students in Average Daily Membership—The number representing the total full-time equivalency of counselor assignments[10] in a school or school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of students during this period.

Credit Course—A course for which students receive credit applicable toward graduation or completion of a program of studies. (V)

Crosswalk—In data processing, a procedure by which codes used for data in one data base are translated into the codes of another data base making it possible to relate information between or among data bases.

Cumulative Student Record—A continuous and current record of significant, factual information regarding the progress and growth of an individual student as he goes through school, generally including personal identifying data; selected family data; selected physical, health, and sensory data; standardized test data; membership and attendance data; and school performance data. (The cumulative student record should be maintained separately from special student services records and confidential reports from outside agencies.) (VM) *See also* **Student Record, Permanent Student Record, Special Student Services Records** and **Confidential Reports from Outside Agencies.**

Current Expenditures—The total charges incurred for the benefit of the current fiscal year, except for capital outlay and debt service. If accounts are kept on the accrual basis, current expenditures include total charges incurred, whether paid or unpaid. If accounts are kept on the cash basis, current expenditures include only actual disbursements. (II-III-VI-IIRM)

Current Expenditures Per Student—Current expenditures for a given period of time divided by a student unit of measure. The term includes all charges, except for capital outlay and debt service, for specified school systems, schools, and/or program areas, divided by the average daily membership or average daily attendance for the school systems, schools, and program areas involved. (II, V-VI, IIR, IVRM) *See also* **Current Expenditures.**

Current Expenditures Per Student Per Day (ADA)—The current expenditures per student in average daily attendance during a given school term, divided by the number of days school was in session during this term. (V, VIM)

[10] See Handbook IV (Revised) for definitions of various staff assignments.

Current Expenditures Per Student Per Day (ADM)—The current expenditures per student in average daily membership during a given school term, divided by the number of days school was in session during this term. (V, VIM)

Current Expenditures Per Student Per Hour Course Meets (Adult/Continuing Education)—Current expenditures for adult/continuing education (for a given period of time) divided by aggregated student hours. The term *aggregated student hours* refers to the total hours, for all courses, or to the enrollment for each course times the number of hours the course meets. (NOTE: This item may be used in any situation where there is a significant proportion of part-time students.) (VIM) *See also* **Current Expenditures.**

Curtailed Session—A school session with less than the number of hours of instruction recommended by the State education agency. (V, VI)

D

Daily Session—*See* **Session.**

Day of Absence—A schoolday during which a student is in membership but not in attendance (i.e., nonattendance of a student on a day when school is in session). (V) *See also* **Absence.**

Day School—A school attended by students during a part of the day, as distinguished from a residential school where students are boarded and lodged as well as taught. (V, VI)

Delinquent Behavior—Behavior of a juvenile which is habitually wayward, disobedient, truant, or of such a nature as to impair or endanger the morals or health of self or others. If a juvenile violates a law or ordinance and is convicted in a court of law as a juvenile, he sometimes is considered a juvenile delinquent, depending on the severity of the violation; for repeated convictions of lesser offenses, he usually is considered a juvenile delinquent. Some jurisdictions use a term other than "conviction" in juvenile cases. (V, VI)

Demotion—A change of a student's grade placement from a higher to a lower grade; the opposite of promotion. *See also* **Promotion.** (V)

Department of Defense Overseas Dependents School—An elementary or secondary school operated for dependents of active duty military and civilian personnel of the U.S. Department of Defense who are stationed overseas.

Disadvantaged Persons—Unless defined differently for specific educational programs (e.g., vocational education, consumer, and homemaking programs), persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in educational programs designed for persons without such handicaps; and who, for that reason, require specially designed educational programs and related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural, racial, or linguistic isolation from the community at large. The term does not include physically or mentally handicapped persons except where such persons also are subject to the other handicaps and conditions referred to in this paragraph. *See also* **Handicapped Children.**

Dropout—A student who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term "dropout" is used most often to designate an elementary or secondary school student who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of school work. In this handbook, the term "dropout" is used synonmously with the term "discontinuer." *See also* **Discontinuance of Schooling**, page 86. (V)

Dual Enrollment—An arrangement whereby a student regularly and concurrently attends two schools which share direction and control of his studies. For example, the student attends a public school part-time and nonpublic school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the nonpublic school; or, he attends a public secondary school part-time and an area vocational school part-time with the direction and control of his studies similarly shared by the two institutions. (VI, VII)

E

Educationally Deprived Children—As defined for Federal compensatory education programs, those children who have need for specific assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for such special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large.

Employment Permit—A type of legal certificate sometimes called a "work permit," authorizing youths to engage in certain types of work before they have reached the age of unrestricted employment. (VM)

English (Socio-Cultural Dialect)—A variation of the English language spoken in the United States by many members of a distinct socio-cultural group, such as Afro-Americans, Chicanos, Puerto Ricans, and Appalachian mountaineers. Such variations of English—generally denoted as nonstandard—differ from regional standard variations (and from each other) in regard to grammar as well as pronunciation and idiomatic usage.

English (Standard American)—The English language as spoken in such mainstream institutions of the United States as governmental bodies, schools, churches, and communications media. While there are regional variations of standard American English (e.g., Southern standard and New England standard), the grammar of these regional variations is similar, and the differences between them are predominantly those of pronunciation and idiomatic usage.

Eskimo—A member of a cultural group of Oriental origins living primarily in Greenland, northern Canada, Alaska, and the northeastern tip of Asia.

Estimated Number of Students in a Specified Participating School Who are Eligible for Free or Reduced-Price Type A Lunches Under the Approved Eligibility Standards for Such Lunches—(As required under Section 11 of the National School Lunch Act of 1946, as amended, this number is reported semiannually, based on October and March data.)

Exceptional Children—Children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services, whether or not such services are available. In general, the

term "exceptional children" considers exceptionality on the basis of (a) physical, health, or sensory handicap, (b) emotional handicap or behavioral problem, and (c) observable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality. (I, III-V-VI, IVRM)

Exceptionality—A physical, health, sensory, mental, psychological, or proficiency characteristic by which qualified professional personnel identify individuals as differing significantly from others in their age group. (V, VI, IVRM)

Excess Membership in Public Schools—Membership in excess of the normal student capacity of accessible publicly owned school plants in use. This includes any public school students housed in nonpublicly-owned quarters or makeshift or improvised facilities as well as those who are in excess of the normal capacity in permanent publicly owned school plants. (I-V, VI)

Expulsion—The action, taken by school authorities, compelling a student to withdraw from school for reasons such as extreme misbehavior, incorrigibility, or unsatisfactory achievement or progress in school work. (VM) *See also* **Suspension.**

Extraclass Activities—A term used synonymously with the term "cocurricular activities." *See* **Cocurricular Activities.**

F

Fee—A payment, charge, or compensation for services (other than instruction), for privileges, or for the use of equipment, books, or other goods. (VI, VII)

Field Size—In data processing, the units of space allowed in a disk, drum, tape, tabulating card, or other device used to record data for a particular item of information.

First-Professional Degree—A degree that signifies completion of the academic requirements for beginning practice in a given profession, and is based on a program requiring at least 2 years of college work prior to entrance and a total of at least 6 academic years of college work to complete the degree program, including both prior-required college work and the professional program itself. First-professional degrees are awarded in fields such as dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), general law (LL.B. or J.D.), and general theological professions (B.D., M.Div., Rabbi, or other first-professional degree).

Former Migratory Child—As defined for Federal compensatory education programs, a child who, with the concurrence of his parents, is deemed to be a migratory child on the basis that he has been an interstate or intrastate migratory child but has ceased to migrate within the last five years and currently resides in an area where interstate and/or intrastate migratory children will be served. *See also* **Interstate Migratory Child** and **Intrastate Migratory Child.**

Foster Home—A family home, other than the home of a natural parent, into which a child is placed for rearing without adoption. (V)

Freshman—In college, a student who has earned less than the required number of credit hours for completion of the first year of study. The term also is used frequently in referring to a high school student in grade 9.

Full Day of Attendance—Attendance during a complete full-day school session or approved curtailed session. Attendance at a State-approved half-day session for kindergarten or prekindergarten also should be counted as a full day of attendance. An excused absence should not be counted as a day of attendance. (VM) *See also* **Session** and **Half Day of Attendance.**

Full-Day Session—A school session wich contains at least the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or prekindergarten. (V-VI)

Full-Time Equivalency of Assignment—The amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. Full-time equivalency of assignment usually is expressed as a decimal fraction to the nearest 10th. (IV-V)

Full-Time Equivalent Enrollment—The equivalent number of full-time students in a college at an established census date, determined by dividing the assumed normal individual student load of credit hours into the total student credit hours as of that date.

Full-Tuition Student—A student—usually a nonresident of the geographic area served by a specified school, school system, or institution—for whom the maximum allowable tuition is paid. (VM)

G

Grade—That portion of a school program which represents the work of one regular school term, identified by a designation such as kindergarten, grade 1, or grade 10. (I-IV, V, VI, VII)

Grade-Point Average—A term used synonymously with the term "mark-point average." *See* **Mark-Point Average.**

Grade Points—A term used synonymously with the term "mark points." *See* **Mark Points.**

Graduate—An individual who has received formal recognition for the successful completion of a prescribed program of studies. (IV, V)

Guidance Services—The activities of counseling with students and parents, providing consultation with other staff members on learning problems, evaluating the abilities of students, assisting students to make their own educational and career plans and choices, assisting students in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students. (IV-V-VI-IVRM)

H

Half Day of Attendance—Attendance for approximately half of a full-day school session or an approved curtailed session. For example, a student who is present a major part of either the morning or afternoon portion of a school session usually is counted as being in attendance for that half session. This usually is the smallest unit of time reported for attendance purposes by an elementary or secondary school during the regular school term. (VM) *See also* **Session** and **Full Day of Attendance.**

Half-Day Session—A school session which contains the minimum number of hours recommended by many State education agencies for kindergarten or prekindergarten instruction, when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. Kindergarten and prekindergarten students attending a half-day session are in membership for the full day. However, for purposes of obtaining statistical comparability *only,* ratios involving these students are computed as though they were in membership for a half day. (V-VIM)

Handicap—An atypical physical, health, sensory, mental, or psychological condition that adversely affects the performance of an individual. (V, VIM)

Handicapped Children—As defined for Federal programs of education for the handicapped, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services. The term also includes children with specific learning disabilities to the extent that such children are health impaired children who by reason thereof require special education and related services. (20 U.S.C. 1401(1); 45 CFR 121.2).

Head of Household—The individual assuming the responsibility for a family group. (V)

High School Diploma—A formal document certifying the successful completion of a prescribed secondary school program of studies. In some States or communities, high school diplomas are differentiated by type such as an academic diploma, a general diploma, or a vocational diploma. (IV, V, VI-IVRM)

High School Equivalency Examination—An examination, approved by a State department of education or other authorized agency, intended to provide an appraisal of the student's achievement or performance in the broad subject-matter areas usually required for high school graduation. The Tests of General Educational Development (GED) are the most widely recognized high school equivalency examination. *See also* **Tests of General Educational Development (GED)** and **Certificate of High School Equivalency.**

High School Postgraduate—A student who, after graduating from high school (grade 12), enters a secondary school for additional school work. (IV, V, VI)

Homebound Student—A student who is unable to attend classes and for whom instruction is provided at home by a teacher. (V, VI, IVR) *See also* **Instruction for Homebound Student.**

Homeroom—The room or other space where a teacher meets with a group of students for their homeroom period. *See also* **Homeroom Period.**

Homeroom Period—A portion of a daily session, in a departmentalized or semidepartmentalized instructional organization, during which a teacher and a group of students meet primarily for purposes of checking attendance, making announce-

ments, and attending to other administrative details. (VI)

Hospital Instruction—Formal instruction provided in a hospital, sanatorium, or convalescent home. (V, VIM)

I

Incomplete High School—A secondary school which offers less than 4 full years of work beyond grade 8 in a school system that is organized in such a manner that grades PreK, K, or 1 through 8 constitute the elementary grades. These are sometimes called "truncated high schools." (I, II, III, IV, V-VI, VII)

Independent American Overseas School—An elementary or secondary school located outside the United States and its outlying areas which (a) follows basically a U.S.-type curriculum, (b) uses English as the primary langauge of instruction, and (c) has a large proportion of U.S. citizens in its student body and staff.

Independent Nonprofit School—A private or nonpublic school which is not a part of a school system and is operated with no intention of making a profit. *See also* **Private or Nonpublic School.**

Individual Instruction—An arrangement whereby a student receives instruction by himself and not as part of a class, i.e., instruction for a single person. (V, VIM)

In-School Instruction—Instruction received by a student within the school plant. (V, VI)

Institution for Delinquent Children—As defined for Federal compensatory education programs, a public or private nonprofit residential facility which is operated primarily for the care of, for an indefinite period of time or for a period of time other than one of short duration, children and/or youth who have been adjudicated to be delinquent. Such term also includes an adult correctional institution in which children are placed. *See also* **Delinquent Behavior** and **Juvenile Delinquent.**

Institution for Neglected Children—As defined for Federal compensatory education programs, a public or private nonprofit residential facility (other than a foster home) which is operated primarily for the care of, for an indefinite period of time, at least ten children and/or youth who have been committed to the institution, or voluntarily placed in the institution, and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable State law, because of the abandonment or neglect by, or death of, parents or persons acting in the place of parents.

Instruction—The activities dealing directly with the teaching of students and/or with improving the quality of teaching. (I, II, III, V, VI-IIR, IVRM)

Instruction for Homebound Student—Individual instruction by a teacher usually at the home of a student who is unable to attend classes. In some instances, such instruction is augmented by telephone communication between the classroom and the student or by other means. (IV-V, VI-IVRM)

Instructional Level—An indication of the general nature and difficulty of instruction, e.g., elementary instructional level, secondary instructional level, and postsecondary instructional level. (V, VI, VII, IVR)

Intermediate Administrative Unit—An administrative unit smaller than the State which exists primarily to provide consultative, advisory, administrative, or statistical services to local basic administrative units, or to exercise certain regulatory functions over local basic administrative units. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit. (I, II-IV, V, VI, VII, IIR)

Interstate Migratory Child—As defined for Federal compensatory education programs, a child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in an agricultural activity.

Intrastate Migratory Child—As defined for Federal compensatory education programs, a child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in an agricultural activity.

Item of Information—As used in this handbook, a descriptive heading under which is recorded information about students. (IV-V-VIM)

J - K

Job-Entry Level of Employment—A level of employment in which a person may be employed

on the basis of his education and training, without previous related work experience.

Juvenile Delinquent—An offender against the laws of society who, because of his age, is not considered a criminal. While the term "juvenile delinquent" often is applied to all youthful offenders tried in juvenile court, these children technically are not legally delinquent until adjudged so by the court. (V, VI) *See also* **Delinquent Behavior.**

L

Laboratory, Model, or Practice School—An elementary or secondary school in which part or all of the teaching staff consists of cadet or student teachers and the control and operation of the school rests with an institution which prepares teachers. (I-V, VI)

Library Services Staff Per 1,000 Students in Average Daily Attendance—The number representing the total full-time equivalency of library service staff assignments[10] in a school or school system during a given period of time, multiplied by 1,000 and divided by the average daily attendance of students during this period.

Local Basic Administrative Unit—An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. Normally, taxes can be levied by such units for school purposes. These units may or may not be conterminous with county, city, or town boundaries. This term is used synonymously with the terms "school district" and "local education agency." (I, II, III-IV, V-VI, VII-IIR, IVRM, VI, VIIM)

Local Education Agency (LEA)—A term used synonymously with the term "local basic administrative unit." (VI-IIR, IVRM) *See also* **Local Basic Administrative Unit.**

M

Mark-Point Average—A measure of average performance in all courses taken by a student during a marking period, school term, or year—or accumulated for several terms or years—obtained by dividing total mark points by total courses or by hours of instruction per week. (VIM)

Mark Points—The specific numerical equivalents for marks, sometimes appearing in the records of specific students for use in determining student mark-point averages. *See also* **Mark Value** and **Mark-Point Average.**

Mark Value—The scale of numerical equivalents for marks awarded, indicating performance in schoolwork and used in determining student mark-point averages, e.g., A=4, B=3, C=2, D=1. The specific numerical equivalents in student records may be referred to as "mark points." (VI)

Matai Name—In Samoa, the name of the head of the household or family which is different from the name of the father. This name is assumed when a person takes over responsibility for a family upon the death or disability of the father (or other provider).

Maximum Class Size—The membership of the largest class of a given type as of a given date.

Measure—A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information. (IV, V, VI, IVR)

Median Age of Students—For a given group of students, the age that evenly divides the distribution of students when classified by age, i.e., the age so selected that 50 percent of the students are older and 50 percent are younger. (V, VIM)

Membership in Special Groupings and/or Special Schools—The number of students on the current roll in special programs (e.g., in special classes, groupings, or caseloads) and/or special schools as of a given date. (VM)

Migratory Agricultural Worker—An individual whose primary employment is in one or more agricultural activities on a seasonal or other temporary basis and who establishes a temporary residence, with or without his family, for the purpose of such employment. (VM) *See also* **Agricultural Activities.**

Migratory Children—Children whose parents are migratory workers, and who accompany their parents from one temporary residence to another. For school purposes, the term refers to such children within the age limits for which the local school district provides free public education. (V-VIM) *See also* **Migratory Agricultural Worker.**

Migratory Worker—An individual whose primary employment is on a seasonal or other temporary basis

[10] See Handbook IV (Revised) for definitions of various staff assignments.

and who establishes a temporary residence, with or without his family, for the purpose of such employment. (V, VIM) *See also* **Migratory Agricultural Worker.**

Minimum Permissible Class Size—The smallest number of students to be assigned to a class of a given type, below which the class may be cancelled.

Monitoring System—As used in this handbook, a set of procedures and programs for a computerized information system that are designed to check recorded or transmitted signals in the process of inputting or retrieving information from data files.

N

National School Lunch Program—A program whereby the Secretary of Agriculture assists State education agencies through grants-in-aid and other means to establish, maintain, operate, and expand school lunch programs in all schools making application for assistance and agreeing to operate a nonprofit lunch program in accordance with regulations of the National School Lunch Act, as amended.

Neglected Child—As defined for Federal compensatory education programs, a child residing in a public or private nonprofit residential institution (other than a foster home) which has assumed or been granted custodial responsibility for the child pursuant to State law, because of the abandonment or neglect by, or death of, parents or persons acting in the place of parents. *See also* **Institution for Neglected Children.**

Neurological Handicap—A condition of the central nervous system which may result in disabilities such as post encephalitis and post meningitis. *See also* **Orthopedically Handicapped** on page 52, **Other Health Impaired** on page 52, and **Children with Specific Learning Disabilities** on page 67.

No Year Level—In college, a designation for the status of a student who previously has earned a degree or who is not enrolled in a degree program.

Noncredit Course—A course for which students do not receive credit applicable toward graduation or completion of a program of studies. (V-VI, VII, IVR)

Noneducational Institution—A hospital, sanatorium, convalescent home, mental health clinic, orphanage, corrective institution, or other institution whose primary function is other than the operation of schools. (V)

Non-English—A language other than English or an English dailect, such as Arabic, Chinese, Czech, Danish, French, German, Greek, Hawaiian, Hebrew, Italian, Japanese, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Yiddish, and a Native American Indian tribal language.

Nongraded Class—*See* **Ungraded Class.**

Nonpublic School—*See* **Private or Nonpublic School.**

Nonresident Student of Administrative Unit (or School District)—A student who resides outside the administrative unit (or school district). (V)

Nonresident Student of Attendance Area—A student who resides outside the geographic area normally served by the school he attends. (V) *See also* **School Attendance Area.**

Nonstandard English—*See* **English (Socio-Cultural Dialect).**

Nontuition Student—A student—usually a resident of the geographic area served by a specified school, school system, or institution—for whom no tuition is paid. (VM)

Norm-Referenced Test—An examination for which an individual's score indicates the relationship of the individual's performance to that of a specified norm group. *See also* **Criterion-Referenced Test** on page 63.

Number of Librarian/Media Assignments Per 1,000 Students in Average Daily Attendance—The number representing the total full-time equivalency of librarian/media assignments[10] in a school system during a given period of time, multiplied by 1,000 and divided by the average daily attendance of students during this period.

Number of Librarian/Media Assignments Per 1,000 Students in Average Daily Membership—The number representing the total full-time equivalency of librarian/media assignments[10] in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of students during this period.

Number of Students Advanced at an Accelerated Rate—The number of students whose progress is more rapid than the usual practice. This may involve "double promotions" (two grades' progress in one year) or some other arrangement for promoting students at a rate more rapid than one grade per year.

Number of Students Completing a Given Course—The number of students in a graduation group, including discontinuers or dropouts, who completed a given course during their years in a given school or school system.

[10] See Handbook IV (Revised) for definitions of various staff assignments.

Number of Students Taking a Given Course—The number of students who, during a given reporting period (e.g., a given regular school term) are enrolled in a given course.

Number of Students Transported to and from School at Public Expense—*See* **Average Daily Membership of Students Transported** and **Average Number of Students Transported.**

Number of Students Whose Families Fall within the U.S. Department of Agriculture's Income Poverty Guidelines—The number of students whose applications have been approved by the school (within the prescribed limits of State-established income standards) for participating without charge or at a reduced charge in national school breakfast and/or Type A lunch programs.

O

Outlying Areas—As used in this handbook, a term including American Samoa, the Canal Zone, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and other areas under jurisdiction or control of the United States. (VM)

P

Partial-Tuition Student—A student for whom tuition is paid, but less than the maximum amount. (V)

Per Student Cost of a Building—The cost of a building divided by the student capacity of the building. (III, V)

Percentage of Absence—The average daily absence during a given reporting period divided by the average daily membership for the period, expressed as a percentage; or, the aggregate days absence divided by the aggregate days membership, expressed as a percentage. (V)

Percentage of Attendance—The average daily attendance during a given reporting period divided by the average daily membership for the period, expressed as a percentage; or, the aggregate days attendance divided by the aggregate days membership, expressed as a percentage. (V)

Percentage of Change in Membership from Previous Year (for a Given Date)—The change of membership from a given date in one year to a corresponding date the following year, divided by the membership as of the first date, expressed as a percentage. (V, VI)

Percentage of Change in Membership from Previous Year (for a Period of Time)—The change of average daily membership from a given period of time in one year to a corresponding period of time the following year, divided by the average daily membership during the first period of time, expressed as a percentage. (V)

Percentage of High School Graduates Who Completed Courses in Various Subject-Matter Areas—The number of students in a given high school graduation group who completed courses in each of a number of specific subject-matter areas, divided by the total number of students in the group, expressed as a percentage. (V-VI)

Percentage of Participation in National School Breakfast Program—The average daily number of elementary and/or secondary school students participating in the national school breakfast program during a specified month, divided by the average daily attendance for the same month. *See also* **Average Daily Number of Students Participating in National School Lunch and/or Breakfast Programs.**

Percentage of Participation in National School Lunch Program—The average daily number of students participating in the national school lunch program during a specified month, divided by the average daily attendance for the same month. *See also* **Average Daily Number of Students Participating in National School Lunch and/or Breakfast Programs.**

Percentage of Students Currently Members of Classes in Various Subject-Matter Areas—The number of students in a given school group who are members of classes in each of a number of specific subject-matter areas, divided by the total number of students in the group, expressed as a percentage. (V-VIM)

Percentage of Students Making Normal Progress—The number of students making normal progress during a given reporting period, divided by the membership at the close of the period, expressed as a percentage. (V, VI)

Percentage of Students Not Promoted (or, Retained)—The number of students who, at the close of a given reporting period (usually a regular school term), are reassigned to the same grade, divided by the membership at the close of the period, expressed as a percentage. Students in ungraded classes are not considered "not promoted" unless (and until) they are asked to spend more than the usual amount of time in such classes. (V, VI)

Percentage of Students Participating in Various Activities—The number of students who, during a given reporting period (e.g., a given regular school term), take part in each of a number of specific activities, divided by the average daily membership of students in the group, expressed as a percentage. (V, VI)

Percentage of Students Promoted—The number of students promoted during or at the close of a given reporting period (usually a regular school term), divided by the membership at the close of the period, expressed as a percentage. For reporting purposes, students in ungraded classes who have made satisfactory progress may be considered separately or they may be considered promoted. (V, VI)

Percentage of Students Transported at Public Expense—The average daily membership of students transported at public expense, divided by the average daily membership of the reporting unit, expressed as a percentage. (V)

Percentage of Total Excess Public School Membership—Total excess membership in public schools divided by the normal student capacity of accessible publicly owned school plants in use, expressed as a percentage. (V, VI) *See also* **Excess Membership in Public Schools** and **Student Capacity of a School Plant.**

Percentage of Transported Students Riding a Given Time—The average daily membership of students who ride a given time (e.g., 30 minutes, and 1, 1½, and 2 hours), divided by the average daily membership of students transported, expressed as a percentage. This percentage may be determined as of a given date or it may be determined on the basis of averages for a given reporting period. (V)

Permanent Student Record—A student record considered to have permanent or semipermanent value and which remains indefinitely in the files of the school or school system. (VM) *See also* **Student Record** and **Cumulative Student Record.**

Physical Handicap—An atypical physical condition that adversely affects the performance of an individual. Individuals with marked physical handicaps may be classified into groups such as: the blind, the partially seeing, the deaf, the hard of hearing, the speech handicapped, the language handicapped, the crippled, and those having special physical health problems resulting from various diseases and conditions. (V, VI) *See also* **Handicapped Children.**

Physical Impairment—As used in this handbook, a physical condition that *may* adversely affect a student's normal progress in the usual school program. (VM) *See also* **Physical Handicap.**

Postsecondary Education—Instructional programs (including curriculum, instruction, and related student services) provided for persons who have completed or otherwise left educational programs in elementary and secondary schools. (For a comprehensive overview of "student services," *see* **Pupil Personnel Services** on pages 91 to 93 of Handbook VI.)

Private or Nonpublic School—A school which is controlled by an individual or by an agency other than a State, a subdivision of a State, or the Federal Government, usually which is supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. (I, II-IV, V-VI-IIR, IVRM) *See also* **Independent Nonprofit School** and **Proprietary School.**

Professional Educational Staff Per 1,000 Students in Average Daily Membership—The number representing the total full-time equivalency of professional educational assignments[10] in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of students during this period. (IV, V, VI)

Project Area—As defined for Federal educational programs, a school attendance area, or combination of school attendance areas, which because of a high concentration of children or families of specified characteristics is thereby designated as an area from which selected children may be served by a particular project. *See also* **Attendance Area.**

Proprietary School—A private or nonpublic school which is operated for business profit. *See also* **Private or Nonpublic School.**

Psychometric Data—Psychological data about a student analyzed by the application of mathematical and statistical methods developed for psychological testing.

Public Board of Education—The elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given geographic area. Such bodies are sometimes known as school boards, governing boards, boards of directors, school committees, and school trustees. This definition includes State boards of education and the boards of intermediate and local basic administrative units and individual public institutions. (I-II, IV, VM)

Public Record—A record which by law, regulation, or custom is generally available to the public at large, or to segments of the public having a legitimate reason for reviewing the record.

Public School—A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported primarily by public funds. (I, II, III, IV, V-VI, VII, IIR, IVR)

[10] See Handbook IV (Revised) for definitions of various staff assignments.

Publicly Owned Schoolbus—A schoolbus owned by a school district, a municipal unit of government, a State government, or the Federal Government, which is used for the transportation of students, complies with the color and identification requirements set forth by the school system, and has a manufacturer's rated seating capacity of 12 or more. (In this handbook, the designation of schoolbus ownership is based on ownership of the chassis.)

Q

Quality Points—A term used synonymously with the term "mark points." *See also* **Mark Points** and **Mark Value.**

R

Range of Class Sizes—The smallest and largest memberships of classes of a given type as of a given date.

Registration—As used in this handbook, the process of entrance into a school or course. The act of placing the student's name on the rolls of the school or school system does not ensure that the student will attend the school (or a school in the school system) and does not constitute entering into active membership status. (VM)

Regular Class—The general type of class in which most students receive instruction, including most classes other than those which are composed of exceptional students. (V, VI, IVR)

Regular School Term—That school term which begins usually in the late summer or fall and ends in the spring. A regular school term may be interrupted by one or more vacations. In higher education, this is referred to as the "academic year." (IV, V, VIM)

Released Time—An arrangement whereby a school officially and regularly excuses one or more full-time students of members of the staff for part of a session. (VI)

Report—A collection of information which is prepared by a person, unit, or organization for the use of some other person, unit, or organization. (I, II, III-IV, V, VI, VII, IIR, IVR)

Reporting Period—A period of time for which a report is prepared (e.g., a calendar year, school year, regular school term, summer school term, semester, or marking period). (IV, V, VI, VII)

Reporting Unit—The organizational unit submitting a report (e.g., a State department of education, an intermediate administrative unit, a local basic administrative unit, or a school). (IV, V, VI)

Resident Student—A student whose legal residence is within the geographic area served by a specified school, school system, or institution. (IIR, IVRM) *See also* **Attendance Center, School Attendance Area, Resident Student of Administrative Unit (or School District), Resident Student of an Institution,** and **Resident Student of Attendance Area.**

Resident Student of Administrative Unit (or School District)—A student whose legal residence is within a specified administrative unit (or school district). (VM)

Resident Student of an Institution—A student who resides during a school term in an institution (such as a residential school or residential child-caring institution) rather than in a private home. (VM) *See also* **Residential School.**

Resident Student of School Attendance Area—A student whose legal residence is within the geographic area served by the school he attends. (VM) *See also* **School Attendance Area.**

Residential School—An educational institution in which students are boarded and lodged as well as taught. (IV, V, VI)

Residential School for Special Education—A residential school providing a program of education for handicapped students. (V, VIM)

Retrieval of Information—Locating and recovering information from wherever it may be stored. (IV, V, VII)

S

School—A division of the school system consisting of students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same school plant. (I, II, III-IV, V, VI, VII, IIR, IVRM)

School Attendance Area—The geographic area which is served by a school. It does not necessarily constitute a local taxing unit and likewise does not necessarily have an independent system of administration. Attendance areas for elementary schools may or may not be conterminous with attendance areas for secondary schools. (I, V, VII)

School Board—*See* **Board of Education.**

School Breakfast Program (National)—A program whereby the Secretary of Agriculture assists State education agencies through grants-in-aid and other means to establish, maintain, operate, and expand nonprofit breakfast programs in all schools making application for assistance and agreeing to operate a nonprofit breakfast program in accordance with

regulations of the Child Nutrition Act, as amended.

School Census—An enumeration and collection of data, as prescribed by law, to determine the name, age, address, and other pertinent information about children and youth who reside within the geographic boundaries of a local education agency. (IV, V, VII-IVRM)

School Census Age—The age span of children and youth included in the school census. (V, VII)

Schoolday—That part of a calendar day when school is in session. (IV, V, VI, VII)

School District—A term used synonymously with the term "local basic administrative unit." (II, III, IV, V, VI-VII-IIR, IVRM) *See* **Local Basic Administrative Unit.**

School Fiscal Year—*See* **School Year.**

School Holiday—A day on which school is not conducted either because of legal provisions or because of designation by the board of education as a holiday. Since such days are not considered as days in session, the students are considered as being neither present nor absent on school holidays. (V, VI)

School Leaver—A term used synonymously with the term "dropout." *See* **Dropout.**

School Plant—The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities. (I, II, III, IV, V, VI, VII, IVR)

School System—All the schools and supporting services controlled by a board of education or by any other organization which operates one or more schools. (IV, V, VI-IIR, IVRM)

School Term—A prescribed span of time (e.g., a number of days, weeks, or months) when school is open and the students are under the guidance and direction of teachers. (IV, V, VI, VII, IIR, IVRM)

School Year—The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30. This sometimes is referred to as the "school fiscal year." (IV, V, VI-VII, IVRM) *See also* **Regular School Term.**

Schoolbus Run—The course followed by a schoolbus during a continuous trip en route to or from school, from the first pickup of students to final unloading at school, at a transfer point, or at the last bus stop.

Self-Contained Class—A class having the same teacher or team of teachers for all or most of the daily session. (IV, V, VI, VIIM)

Session—The period of time during the schoolday when a given group of students is under the guidance and direction of teachers. (IV, V, VI) *See also* **Full-Day Session** and **Half-Day Session.**

Severely Handicapped Children—Children who because of the intensity of their physical, mental, or emotional problems—or a combination of such problems—need educational, social, psychological, and medical services beyond those which are traditionally offered by regular and special educational programs, in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. The term includes those children who are classified as seriously emotionally disturbed (including children who are schizophrenic or autistic), profoundly and severely mentally retarded, and those with two or more serious handicapping conditions, such as the mentally-retarded blind, and the cerebral-palsied deaf. Severely handicapped children may possess severe language and/or perceptual-cognitive deprivations, and evidence abnormal behaviors such as failure to respond to pronounced social stimuli, self-mutilation, self-stimulation, manifestation of intense and prolonged temper tantrums, and the absence of rudimentary forms of verbal control; they may also have an extremely fragile physiological condition.

Shared Time—*See* **Dual Enrollment.**

Sophomore—In college, a student who has completed more than the required number of credit hours for completion of the first year of study, but has not completed the requirements for the second year. The term is also used frequently in referring to a high school student in grade 10.

Special Student Services Record—Confidential information originating as reports written by student services workers of the local education agency for the express use of other professionals within the agency, including systematically gathered teacher or counselor observations, verified reports of serious or recurrent behavior problems, and selected health data. (Normally, special student services records are maintained separately from cumulative student records.) *See also* **Cumulative Student Record** and **Confidential Reports from Outside Agencies.**

Speech Impaired—Individuals with an impairment in speech and/or language (including impaired articulation, stuttering, voice impairment, and a receptive or expressive verbal language handicap) that is sufficiently severe to adversely affect the individual's performance in the usual school program. Where used for reporting purposes, the term speech impaired often encompasses both the speech handicapped and the language handicapped. (VM) *See also* **Communication Disorder** on page 50.

Standardized Test—A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms. (V, VI)

Student Accounting—A system for collecting, computing, and reporting information about students. (V, VII, IIR, IVR)

Student-Administrative Staff Ratio (as of a given date)—The number of students in membership, as of a given date, divided by the number representing the total full-time equivalency of principal assignments,[10] assistant principal assignments,[10] central administrative staff assignments[10] (including area administrators and their staffs), and assignments for supervising, managing, and directing academic departments[10] in the schools serving these students on the same date.

Student Body Activities—Cocurricular activities for students—such as entertainments, publications, and clubs—that are managed or operated by students under the guidance or supervision of staff members. (II-IV-V-VI-IIR, IVRM) *See also* **Cocurricular Activities.**

Student Capacity of a School Plant—The membership that can be accommodated in the classrooms and other instruction areas of a given school plant for the schoolday according to existing State-approved standards, exclusive of multiple sessions. (III, V, VI)

Student-Counselor Ratio (as of a given date)—The number of students in membership, as of a given date, divided by the number representing the total full-time equivalency of counseling assignments[10] serving these students on the same date. (IV, V)

Student-Counselor Ratio (for a period of time)—The average daily membership of students, for a given period of time, divided by the number representing the total full-time equivalency of counseling assignments,[10] serving these students during the same period. (V)

Student-Instructional Staff Ratio (for a period of time)—The average daily membership of students, for a given period of time, divided by the number representing the total full-time equivalency of teaching assignments,[10] teaching assistant assignments,[10] teaching intern assignments,[10] teacher aide assignments,[10] and student teaching assignments[10] serving these students during the same period. *See also* **Student-Professional Educational Staff Ratio** and **Student-Teacher Ratio.**

Student-Library Services Staff Ratio (as of a given date)—The number of students in membership, as of a given date, divided by the number representing the total full-time equivalency of library services staff assignments[10] serving these students on the same date.

Student-Professional Educational Staff Ratio (as of a given date)—The number of students in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of all professional educational assignments[10] in the school system on the same date. (IV-V, VI)

Student-Professional Educational Staff Ratio (for a period of time)—The average daily membership of students, for a given period of time, divided by the number representing the total full-time equivalency of all professional educational assignments[10] in the school system during the same period. (V, VI)

Student-Psychologist Ratio (as of a given date)—The number of students in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of psychologist assignments[10] serving these students on the same date.

Student-Psychologist Ratio (for a period of time)—The average daily membership of students for a given period of time, divided by the number representing the total full-time equivalency of psychologist assignments[10] serving these students during the same period.

Student Record—Information about one or more students which is kept on file for a period of time in a classroom, school office, system office, or other approved location. A student record usually is intended for the use of the person or office which maintains the record. (V) *See also* **Cumulative Student Record** and **Permanent Student Record.**

Student-School Administrator Ratio (as of a given date)—The number of students in membership, as of a given date, divided by the number representing the total full-time equivalency of principal assignments,[10] assistant principal assignments,[10] and assignments for supervising, managing, and directing academic departments[10] in the school(s) serving these students on the same date.

Student-School Administrator Ratio (for a period of time)—The average daily membership of students, for a given period of time, divided by the number representing the total full-time equivalency of principal assignments,[10] assistant principal assignments,[10] and assignments for supervising, managing, and directing academic departments[10] in the school(s) serving these students during the same period.

[10] See Handbook IV (Revised) for definitions of various staff assignments.

Student-Social Worker Ratio (as of a given date)—The number of students in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of social work assignments[10] serving these students on the same date.

Student-Social Worker Ratio (for a period of time)—The average daily membership of students, for a given period of time, divided by the number representing the total full-time equivalency of social work assignments[10] serving these students during the same period.

Student-Teacher Ratio (as of a given date)—The number of students in membership, as of a given date, divided by the number representing the total full-time equivalency of teaching assignments[10] serving these students on the same date. (IV-V, VI)

Student-Teacher Ratio (for a period of time)—The average daily membership of students, for a given period of time, divided by the number representing the total full-time equivalency of teaching assignments[10] serving these students during the same period. (V, VI)

Student-Total Staff Ratio (as of a given date)—The number of students in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of all staff assignments in the school system on the same date. (IV, V, VIM)

Student-Total Staff Ratio (for a period of time)—The average daily membership of students in a school system, for a given period of time, divided by the number representing the total full-time equivalency of all staff assignments in the school system during the same period. (V-VIM)

Students Per Acre—The average daily membership of a school divided by the total number of developed and undeveloped acres in the school site. (III, V, VI)

Subject-Matter Area—A grouping of related subjects or units of subject matter under a heading such as English (language arts), foreign languages, art, music, natural sciences, industrial arts, home economics, agriculture, business, physical education, and trades and industrial occupations. (IV, V-VI, VII-IVRM)

Suspension—Temporary dismissal of a student from school by duly authorized school personnel in accordance with established regulations. (V-VI) *See also* **Expulsion.**

T

Tardiness—Absence of a student at the time a given class and/or half day of attendance begins, provided that the student is in attendance before the close of that class or half day. (V)

Teachers Per 1,000 Students in Average Daily Membership—The number representing the total full-time equivalency of teaching assignments[10] in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of students during this period. (V, VI)

Technical Institute—An institution, or a division of an institution, offering instruction primarily in one or more of the technologies at the postsecondary instructional level. (IV, V-VI, VII)

Technical Staff Per 1,000 Students in Average Daily Attendance—The number representing the total full-time equivalency of technical staff assignments[10] in a school system during a given period of time, multiplied by 1,000 and divided by the average daily attendance of students during this period.

Technical Staff Per 1,000 Students in Average Daily Membership—The number representing the total full-time equivalency of technical staff assignments[10] in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of students during this period.

Tests of General Educational Development (GED)—A battery of tests taken by adults who did not graduate from high school to measure the extent to which their past experiences (in-school and out-of-school) have contributed to their attaining the knowledge, skills, and understandings ordinarily acquired through a high school education. Certificates of high school equivalency are issued by most State departments of education for the successful completion of the Tests of General Educational Development. *See also* **High School Equivalency Examination** and **Certificate of High School Equivalency.**

Transcript—An official record of student performance showing all schoolwork completed at a given school and the final mark or other evaluation received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school. (V-VIM)

[10] See Handbook IV (Revised) for definitions of various staff assignments.

Truancy—The failure of a child to attend school regularly as required by law, without reasonable excuse for his absence. (V)

Tuition—A payment or charge for instruction. (V-VI-VII, IIR, IVRM) *See also* **Fee.**

Tuition Student—A student for whom tuition is paid. (V, VII, IIR, IVR) *See also* **Full-Tuition Student** and **Partial-Tuition Student.**

Type A Lunch—A lunch which meets the meal requirements prescribed by the U.S. Department of Agriculture under the National School Lunch Act of 1946, as amended. Such a lunch is designed to provide one-third of the recommended daily dietary allowance for a 10- to 12-year-old child.

U

Ungraded Class—A class which is not organized on the basis of grade and has no standard grade designation. This includes regular classes which have no grade designations, special classes for exceptional students which have no grade designations, and many adult/continuing educational classes. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level. Ungraded classes sometimes are referred to as "nongraded." (VI, V, VI-VIIM) *See also* **Regular Class** and **Grade.**

Universal Birth Number—An identification number assigned to an individual by the Bureau of Vital Statistics of a State, using a combination of digits representing area code, birth registration number, and year of birth.

V - W - X - Y - Z

Veteran—A person who served on active duty as a member of the active Armed Forces of the United States and was discharged or released therefrom under conditions other than dishonorable. (National Guard personnel and reservists called to active duty for civil disturbances, disasters, or training for a limited period are not considered veterans under this definition.)

Veterans' Dependents' Educational Assistance Program—Provisions (in chapter 35, title 38, U.S. Code) for education and other benefits for spouses, widows, widowers, and children of veterans who died or are totally disabled because of service-connected disabilities, or are prisoners of war or missing in action for more than 90 days. *See also* **Veteran.**

Veterans' Educational Assistance Program—Provisions (in chapter 34, title 38, U.S. Code) for education and other benefits at approved educational and training institutions for veterans who served in the U.S. Armed Forces for more than 180 days after January 31, 1955, and who were discharged under conditions other than dishonorable. Entitlement terminates 8 years after separation or after May 31, 1966, whichever occurs later. *See also* **Veteran.**

Veterans' Vocational Rehabilitation Program—Provisions (in chapter 31, title 38, U.S. Code) for vocational rehabilitation for service-disabled veterans who served in the U.S. Armed Forces, were discharged under conditions other than dishonorable, and are in need of such rehabilitation because of the handicap of their service-connected disabilities. *See also* **Veteran.**

Visually Handicapped—Individuals having a visual impairment sufficiently severe to adversely affect normal progress in the usual school program. Such a person may be further identified as partially seeing or blind, according to the nature and severity of the handicap. *See also* **Partially Seeing** and **Blind** on page 47.

Vocational Rehabilitation—The service of preparing disabled persons for remunerative employment through diagnosis, guidance, physical restoration, training, and placement.

2. GLOSSARY OF SELECTED MEDICAL TERMS

A - B

Abnormal Physical Development—An abnormal growth (less or greater than normal) in the size, shape, and/or function, etc., of structures of the body, which may be serious enough to affect the student's abilities for school work or activity.

Allergy—A condition of unusually high sensitivity to a substance, such as food, which may produce considerable physical disturbance.

Aspirin Allergy—A condition of unusually high sensitivity to aspirin, which may produce considerable physical disturbance.

Asthma—A disease marked by recurrent attacks of labored breathing with wheezing, coughing, and a sense of constriction, due to spasmodic contraction of the bronchi. The paroxysms last from a few minutes to several days, and they may result from direct irritation of the bronchial mucous membrane or from reflex irritation. Many cases are allergic manifestations.

Autistic Traits—One or more severe disorders of behavior such as (but not limited to) failure to form normal relationships with people, failure to develop normal communication through speech, failure to maintain normal eye contact with people, obsessive preoccupation with inanimate objects, exhibition of gross and sustained peculiarities in movement, pathological resistance to environmental changes, and abnormal emotional response to one or more types of sensory stimulus.

C

Cerebral Palsy—Paralysis relating to the cerebrum or chief portion of the brain. In children, the term often is used synonymously with the term "brain palsy."

Chicken Pox—An acute contagious viral disease, common among children, marked by low-grade fever and formation of small blisters, usually over much of the body.

Color Blindness Test—A test to determine the ability of a person to distinguish colors.

Complete Blood Count (CBC)—An enumeration of the numbers of various cells in a known amount of whole blood.

Contact Lenses—Small, thin lenses of glass or plastic worn next to the eyeballs, sometimes used instead of ordinary eyeglasses.

Critical Allergies (Multiple)—A condition of unusually high sensitivity to two or more substances which may produce considerable physical disturbance.

Cystic Fibrosis—An hereditary disease that appears usually in early childhood, involves generalized disorder of exocrine glands, and is marked especially by deficiency of pancreatic enzymes, respiratory symptoms, and excessive loss of salt in the sweat.

D

Diabetes Mellitus (Sugar Diabetes)—An abnormal condition of carbohydrate metabolism characterized by the secretion and excretion of excessive amounts of sugar in the urine.

Diphtheria—An acute feverish contagious disease marked by the formation of a false membrane in the throat and caused by a bacterium which produces a toxin causing inflammation of the heart and nervous system.

Drug Dependency—The habitual use of any drug (e.g., heroin, amphetamines, barbiturates, alcohol) that may or does interfere with normal functioning. *Psychological dependence* is considered to exist when the constant, excessive use of a drug becomes a central factor in the individual's life pattern, sometimes in such a way as to interfere with his normal personal and social functioning. *Physiological dependence* is considered to exist *only* when withdrawal from the drug creates severe withdrawal symptoms. An individual may be psychologically dependent without necessarily being physiologically dependent.

E

Ear Infection (Repeated)—A chronic condition resulting from infection of the middle ear.

Epilepsy—A disturbance of the brain, often chronic. The disease is characterized by one or more of the following symptoms: Paroxysmally recurring impairment or loss of consciousness, involuntary excess or cessation of muscle movements, psychic or sensory disturbances, and perturbation of the autonomic nervous system.

F

Foreign Body—Matter in a place where it would not ordinarily be, e.g., a splinter of wood in the finger, a bean in the nose.

G

Gastro-Intestinal Condition—A condition relating to both stomach and intestine.

Gonorrhea—A contagious inflammation of the genital mucous membrane caused by the gonococcus.

H

Heart Disease—Any malfunctioning of the heart caused by one or more conditions.

Hematocrit Test (HCT)—A test to establish the relative proportions of cells in whole blood.

Hemoglobin Test (HGH)—A laboratory test to identify the presence, extent, and/or condition of hemoglobin in a liquid such as urine or blood.

Hemophilia—A condition characterized by failure of the blood to clot, and manifested by profuse and uncontrollable bleeding even from the slightest wounds. Hemophilia is inherited by males through the mother as a sex-linked character.

Hernia—A protrusion of an organ or part through connective tissue or through a wall of the cavity in which it is normally enclosed.

Hypoglycemia—A condition produced by a low level of glucose in the blood due to excessive utilization of sugar or interference with the formation of sugar in the liver.

I - J

Infectious Hepatitis—An acute viral inflammation of the liver characterized by jaundice, fever, nausea, vomiting, and abdominal discomfort.

Iodine Allergy—A condition of unusually high sensitivity to iodine, which may produce considerable physical disturbance.

K

Kidney Disease—An infection or malfunctioning of one or both kidneys.

L

Lead Poisoning—Chronic intoxication produced by the absorption of lead into the system.

Leukemia—A malignant disorder of the blood in which the white cells develop abnormally.

M - N - O

Meningitis—Inflammation of one or more of the membranes that envelop the brain and spinal cord, with orthopedic, mental, and/or emotional difficulties common.

Mononucleosis—A condition of abnormal increase in the number of mononuculear leukocytes in the circulating blood.

Mumps—An acute contagious viral disease marked by fever and swelling of the parotid gland located near the ear.

Muscle Imbalance—A lack of equilibrium in action of the external muscles of the eye, which may cause the eye to diverge outward, upward, inward, or in any direction in which one or more muscles may pull.

Muscular Dystrophy—A progressive degenerative disease of the muscles.

P - Q

Penicillin Allergy—A condition of unusually high sensitivity of penicillin, which may produce considerable physical disturbance.

Pertussis (Whooping Cough)—An infectious disease especially of children caused by a bacterium (Bordetalla pertussis) and marked by a convulsive spasmodic cough sometimes followed by a crowing intake of breath.

Phenyleketonuria (PKU)—A rare genetic anomaly in man marked by inability to oxidize phenylpyruvic acid and resulting in severe mental deficiency.

Pneumonia—A disease characterized by inflammation and solidification of the lungs caused by infection or irritants.

Poliomyelitis—A viral disease causing inflammation or destruction of that part of the spinal cord from which arise the nerves controlling motion of the muscles.

Pregnancy—The condition of being pregnant.

R

Rh Negative Blood—One of the blood types.

Rheumatic Fever—An acute disease occuring chiefly in children and young adults, characterized by fever, inflammation and pain in and around the joints, and inflammatory involvement of the heart.

Rubella (German Measles)—A contagious disease characterized by a rose colored rash or eruption.

Rubeola (Measles)—A contagious disease, characterized by fever, chills, skin eruption, nasal

discharge, and frequently bronchitis, causing cough and frontal headache.

S

Serological Test for Syphilis (STS)—A laboratory test in the blood serum of a patient for diagnosing syphilis. *See* **Syphilis.**

Sickle Cell Anemia—A hereditary, genetically determined hemolytic anemia occuring usually in the Black/Negro, characterized by neuralgia or pain in a joint, acute attacks of abdominal pain, and ulcerations of the lower extremities.

Sickle Cell Test—A blood test to identify the abnormal hemoglobin causing sickle cell anemia.

Sickle Cell Trait—A state of sickle cell anemia, usually without symptoms.

Small Pox—An acute infectious disease caused by a virus and characterized by generalized body eruptions and fever.

Snellen Alphabetic Test—A test for vision using a chart made up of lines of letters, drawn in various sizes according to the Snellen scale.

Snellen Illiterate "E" Test—A test for vision using a chart made up of lines of symbols similar to the letter E, drawn in various sizes according to the Snellen scale.

Syphilis—A veneral disease caused by spirochete and characterized by a clinical course in three stages continued over many years. Syphilis has both acute and chronic stages. It may be passed to an unborn baby by its infected mother, and is then known as "congenital syphilis."

T

Tetanus—An acute infectious disease characterized by spasms of voluntary muscles especially of the jaw and caused by the specific toxin of a bacillus which is usually introduced through a wound.

Tuberculosis—An infectious disease caused by the tubercle bacillus, which is especially prone to invade the tissue of the lung and the lymphatic system. (The spleen, kidneys, liver, intestines, bones, joints, and brain less frequently become infected.)

U

Ulcer—A break in skin or mucous membrane with loss of surface tissue, disintegration and necrosis of epithelial tissue, and often pus.

Urological Condition—An abnormal condition of the urinary tract in both male and female and with the genital organs in the male.

V-W-X-Y-Z

Visual Perception—The conscious mental registration of a visual stimulus.

Appendix A

STUDENT INFORMATION SYSTEMS: PRINCIPLES AND GUIDELINES

This appendix provides some guidelines for school administrators and others in the design and implementation of systems and procedures for collecting, maintaining, and disseminating student data.

Because the size of school districts and colleges ranges from under 100 to over 1,000,000 students, their requirements for information vary. Their needs vary not only according to size but by State and by individual managerial styles as well. For this reason, each school system or institution—or a district in collaboration with its State education agency or other school districts—must design its unique data system to meet its own particular requirements.

Several basic principles are set forth below which can be useful to designers of data systems in all educational agencies. As a further guide, illustrative records, reports, and systems flow charts are presented for two methods of handling data—for manual processing in which all data are recorded and retrieved by hand, and for use of an advanced computer, with data being stored in computer memory and manipulated and retrieved by electronic equipment. For a more comprehensive discussion of information systems, the State education agency and many libraries can recommend good literature on the subject.

The necessity of safeguarding the confidentiality of student data must be kept in mind at all times, when the information system is being designed as well as when it is in operation. Considerations about confidentiality are discussed in greater detail in chapter II.

THE NEED FOR A STUDENT INFORMATION SYSTEM

The systematic collection, maintenance, and dissemination of student information, which is both current and accurate, is of importance in the basic areas discussed in appendix C, namely:

- Curriculum development and instructional planning
- Student services
- Administrative records and reports
- Research and evaluation

Every school system is required to keep certain student records in these areas, to prepare reports about these records for local, State, and/or Federal authorities at regular intervals, and to prepare additional special reports which present particular items of student information to these authorities. It is much easier to compile and present these reports if information is gathered systematically and kept ready for convenient retrieval. For example, a report on the attendance of students involved in a special project as compared to general attendance can be easily produced if a regular system of collecting and filing attendance data is coordinated with a record indicating the program in which the student participates. Without an effective system for gathering, storing, and collecting these data, requests for special reports necessitate excessive extra work, often in a short time period, and many times lead to the development of inaccurate, incomplete statistics.

The maintenance of an extensive, accurate, and current base of student information is essential to a school concerned with student development—physical, educational, vocational, and/or social. The progress of a student in any of these areas is the result of many factors, some within the school system, some outside it. Since his present condition is, in great measure, a result of previous experience, information regarding these earlier experiences as well as other data are essential to the educator who would plan and monitor the student's progress.

The development of a good curriculum, good instructional materials, and good instructional pro-

cedures is closely related to student development. Planning an instructional program relevant to the needs of the students, the school, and the community requires massive quantities of data. The advantages of having these data in a systematic, current, easily accessible data base or bases is obvious.

Systems for processing student data have much in common with other information systems. Basic data must be collected and recorded, records must be created and maintained, information must be reported to authorized parties, and obsolete data must be removed from files. Consequently, this appendix emphasizes principles of design that apply to all or most information systems. Descriptions are provided of various techniques and types of equipment that can be used in processing student records, and examples are given of representative records and forms currently being used.

However, there is great diversity in State and local data requirements, as well as in management approaches. For this reason, no single student information system can be applicable to all schools in the United States.

DEFINITION

An *information system* can be defined as "a set of well-defined rules, practices, and procedures by which (individuals), equipment, or both are to operate on given input so as to generate information satisfying specifications derived from the needs of given individuals in a given (administrative) situation."[1] Every organization from the largest corporation or government agency to the smallest local school system or school, has some form of information system. In many instances, it may not be adequately documented (or completely understood by all the individuals using it). In attempting to prevent this situation, a procedure referred to as "systems design" frequently is implemented, beginning with defining the overall objectives of the information system and then establishing policies and practices that will satisfy these objectives.

Much of the current literature on systems design concentrates on developing computer-based information systems. The basic principles of design apply equally to large computer-based systems and more modest manual systems. A manual system that has been well-conceived and designed can, if conditions warrant, be converted to one which is computer-oriented with a minimum of difficulty.

PRINCIPLES OF SYSTEMS DESIGN

There are several basic principles that should be followed in developing an information system. These are general in nature and serve as a framework on which a successful system can be built.

Objectives.—The first step in systems design is to define the objectives of the total information system. These objectives should be stated in terms of improved operating effectiveness, reduced cost, or compliance with regulatory external requirements. As far as possible, they should be capable of impartial measurement. Specific objectives will be discussed later in this appendix. After the objectives of the system have been established, it is possible to determine the information needed, the processing required, and the timing and frequency of reports.

Central data base.—The concept of a central data base is essential to an information system. A data base can be defined as a reservoir of up-to-date information pertaining to a specific subject or function. It is usually thought of in connection with computer processing. Conceptually, however, a data base could just as well be an indexed file containing typed or handwritten documents that are manually accrued and updated.

The data base should contain all of the information pertaining to a subject that is required by the school system. Without a central data base it is necessary for many different operating units to maintain separate files relating to the same activities. In the case of student records, for example, the school office, the teacher, the counselor, the attendance officer, the health service, and the transportation department might each maintain a record on the same student. This duplication causes additional clerical work and often results in inconsistent files. With a central data base there is a single authoritative reference point for all necessary information.

This does not mean however, that *all* student data need be in a single file, but that all data pertaining to a subject be cross-referenced and readily accessible from a central point. Additional comments about the interrelatedness of files is included in the section on modular design, page 135, and in the section on data base management, page 143.

[1] F. Heany, *Development of Information Systems*, New York City: Ronald Press, 1968, p. 7.

Standardization and simplicity.—Standardization and simplicity are characteristics of good design. In general, the same basic information should be maintained about all students, with standardized definitions used to avoid inconsistency and ambiguity. The use of coded information is essential to computerized systems. In manual systems it can reduce clerical effort and storage requirements. Simplicity is of utmost importance in designing an effective system. Complicated forms and complex coding structures should be avoided. Reports generated by the system should carry meaningful headings and be completely understandable to the individuals using them.

Modular design.—Another important criterion of an effective system is modular design. Any information system is composed of a number of subsystems or modules. A student information system, for example, might include an attendance module, a mark-reporting module, a health module, and a transportation module, as well as a number of other modules pertaining to specific uses of student information.[2] A graphic illustration of the modules or components of a student information system is shown in figure A-1 on page 136. The overall information system should be designed so that modifications can be made to individual modules without affecting the rest of the information system.

Often it will be impractical for a school system to implement at one time a complete student information system. By using a modular approach to system design, it is possible to implement only portions of the information system, as is currently practical. At a later date, other modules can be added to the system without requiring a complete redesign.

Documentation.—Any information system should be supported by up-to-date, comprehensive documentation. Such documentation is necessary to insure that all affected personnel understand the purpose of the system and know how to use it. It also provides a standard against which system modifications can be compared. Finally, it provides an invaluable tool for training new employees. Documentation should include:

- A statement of policies under which the information system operates.
- Examples of the forms used to gather information for the system, with an explanation of how they are to be used.
- Examples of reports generated by the system.
- Examples of all coding structures used by the system with an explanation of their meaning.
- A set of clerical procedures write-ups, explaining in a step-by-step method how a particular task is to be performed.
- Procedural flow charts diagramming the data flow through the system.

A computerized information system in addition to the items listed above should be supported by the following documentation:

- Card format layouts
- Tape or disk file layouts
- Program narratives
- Program listings

Examples of such documentation are shown in figures A-2 to A-7, beginning on page 144.

OBJECTIVES OF A STUDENT INFORMATION SYSTEM

The first step in designing a student information system is identifying the objectives of the system. This frequently presents a problem. In many instances, the overall student information system is so broad in its scope that objectives developed for it are too general to serve as a guide for detailed procedures. A solution to this dilemma is to consider the student information system as a collection of modules or subsystems (see figure A-1). Each of these subsystems is essentially independent, but coordinated. Since each subsystem is limited in its scope, a set of very specific objectives can be developed for each subsystem.

Basically, objectives define the results expected from the subsystem. They may be very prosaic, such as providing required data for a mandatory report, or more complex, such as providing a basis for projecting future enrollments by school. Objectives should be developed by educators directly responsible for each functional area, and reviewed by the individual responsible for system design. They should describe system output in measurable or observable terms and should describe any constraints upon the

[2] The student information system might, in turn, be a module of an overall administrative information system.

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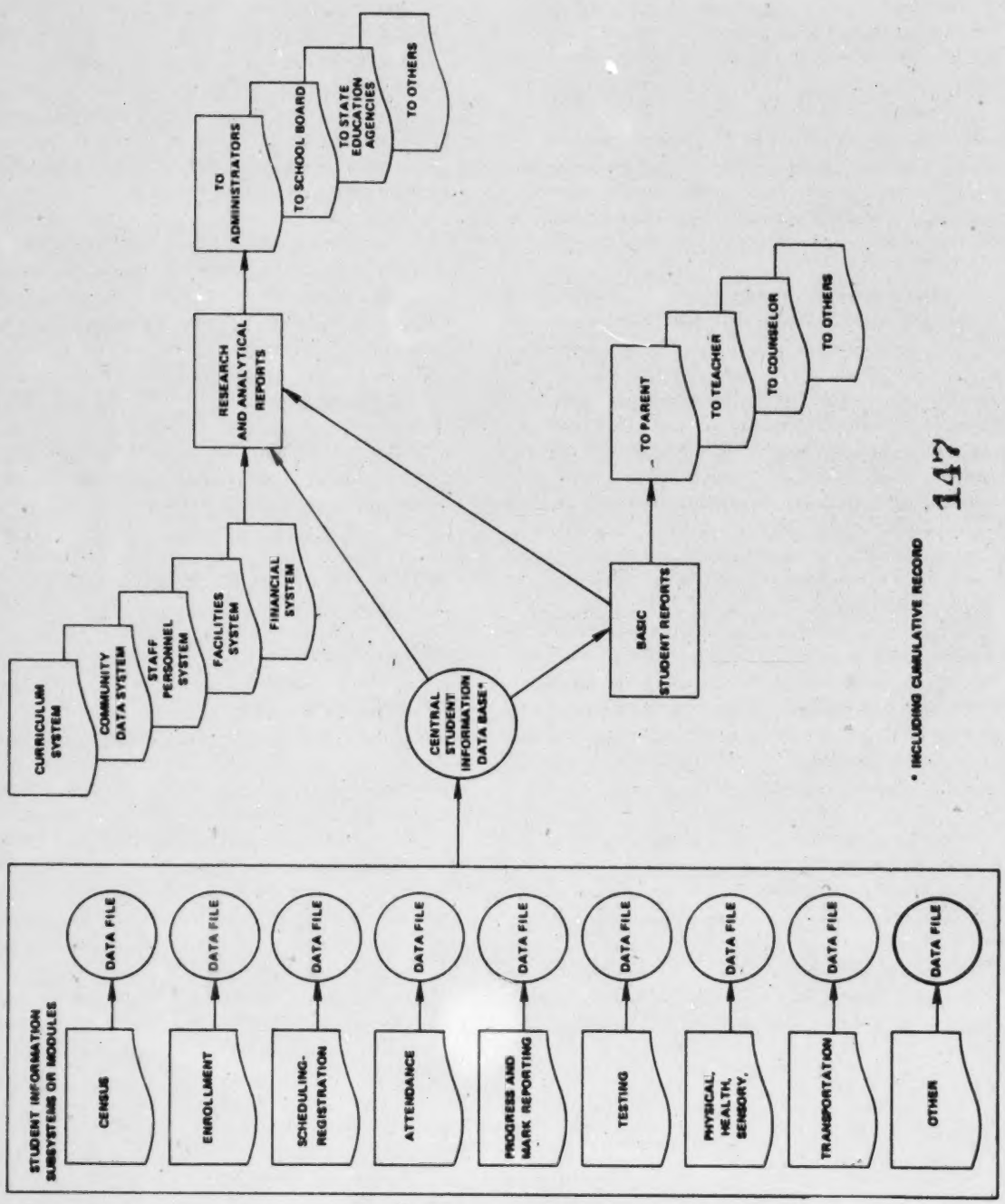
Figure A-1.—Conceptual Flow Chart of A Student Information System



* INCLUDING CUMULATIVE RECORD

system. The following checklist indicates questions to be considered when establishing systems objectives:

- What is the principal function of the subsystem under consideration?
- What information is required for the effective performance of this function?
- What are the specific, operational uses of this information? How will its availability improve operations?
- What is the source of data? How can they be collected?
- What time requirements are placed upon the collection and dissemination of these data?
- Is it possible through design of the system to reduce personnel, equipment, or outside service costs?

The answers to these questions will provide a basis for establishing subsystem objectives. Once these objectives have been formulated, the system designer can begin to plan for obtaining information that can meet these objectives most effectively.

ALTERNATE APPROACHES TO A STUDENT INFORMATION SYSTEM

After establishing the objectives of the student information system, school administrators must choose between a number of approaches, including the following sets of alternatives:

1. Design an entirely new system, OR, modify and standardize current procedures. In some instances, existing procedures are so fragmented that nothing short of a completely new and different system can satisfy the objectives. Often, however, conversion to a new system can be greatly facilitated if familiar forms and reports are retained. The designer must determine:
   - If any forms or reports are superfluous and may be eliminated.
   - If any portions of the present systems can be effectively incorporated into the new system.
2. Develop a manual system OR, a computerized system, OR, a combination of the two. In a manual system, information is recorded and posted by hand. The data base consists of printed records in a file cabinet. Reports based on the information contained in this file are compiled by clerks using worksheets and desktop calculating machines. A manual system may be appropriate for small schools or school districts because it requires no specialized equipment and can provide adequate student records. For more than a few thousand students, however, a manual system may be unwieldy and inefficient. Modern computerized systems provide faster processing, greater accuracy, and the ability to categorize and summarize much more data than manual systems. The cost of developing and maintaining a full computer system has, in the past, discouraged many schools and local education agencies from adopting this option. In recent years, however, the development of shared computer centers serving a number of local schools and agencies has made it possible for many small schools and agencies to enjoy the advantages of computer processing.
3. Develop a system tailored to a specific agency, school, or institution, OR, adapt a generalized system developed by an outside source. Every education agency, school, and institution has certain unique characteristics. There is often a temptation to develop a completely new information system designed around these characteristics. While such an approach may produce a system precisely fitted to the specific situation, it tends to be expensive and time-consuming. Furthermore, there is no guarantee that the resulting system will be demonstrably superior to other, already existing systems that could be adapted to an agency's particular needs. Before starting the design of a student information system, it is well to investigate systems currently in use elsewhere to determine if one of these can be applied.

No matter which alternative is chosen, the basic elements of the student information system remain the same. These are:

- A student data base (in one or more files)
- Procedures for collecting student data
- Methods of updating the data base
- Methods of generating regular reports from the data base

- Procedures for retrieving specific items from the data base

The following sections of this appendix describe how these elements may be combined in a manual system and in a computerized system. Considerations relating to safeguarding the confidentiality of student records are presented in chapter II.

MANUAL SYSTEM

Manual Systems Data Base.—In a manual information system, the data base consists of handwritten or typed documents containing student information filed in some established sequence. The first tasks of the systems designer includes determining the record content and designing record forms for the data base. The student record conceivably could be a single document that includes all the information maintained about the student; it may be a jacket or folder containing a number of components; or it may be several documents in various locations. A single document has the advantage of compactness and completeness. Its greatest difficulty is in the area of accessibility. A folder or jacket is bulkier than a single form and somewhat more difficult to control. On the other hand, portions of the record may be removed from the folder for investigation or updating without removing the full record from the file. The convenience of some users may be served by having several documents located close to the persons responsible for them or using them frequently, enabling these persons to enforce appropriate measures for confidentiality. (Figure A-8 on pages 150 to 158 shows an example of a manual student record; this example is included for illustrative purposes only and does not necessarily imply a recommendation.)

Student records in a manual system generally are maintained in file drawers or file cabinets. The wide variety of files available today will accommodate various sizes of documents and fit almost any room space. The records in these files are usually kept in student name or student number sequence. It is often desirable to establish separate cross-reference index files to provide an easy way of accessing the data base by an item of information other than student name or number. For example, a file of index cards that contain a street address and the names of students living at that address can facilitate the task of extracting data on a demographic basis.

Collecting Student Data.—A student's record is established during his first official contact with a school system. In most cases, this occurs when the child is enrolled in kindergarten or grade 1. The individual collecting this information may be the school clerk, teacher, principal, guidance counselor, or admissions officer. It is extremely important that sufficient and accurate information is collected at this time. A standardized enrollment form, designating the information to be collected can help to ensure that all needed information is collected. (Figure A-9, page 159, shows an example of an enrollment form for an elementary or secondary school.)

As it is important to collect complete and accurate information, it is equally important to keep the records up-to-date. Information systems should be designed to do this, including procedures for reverifying transcript data when a student enters from another school.

When a student enters one school system from another, basic student information must be obtained from two sources: the student or his family, and the sending school. However, problems may exist:

- School officials may permit students to enroll without obtaining any information from their previous schools.
- Schools requesting student records from a "sending" school may receive inadequate data or no information.
- Schools requesting student records may receive them after an excessive lapse of time.
- Courses listed on the record may be abbreviated or coded to the extent that the receiving school has difficulty interpreting the student's academic record.
- An explanation or description of the specific marking system used may be missing.

State and local education agencies may wish to give serious consideration to a standard transmittal record for use in transferring student record information. Figure A-10, page 160, illustrates such a form. This information is drawn from the student file, with the student (or parent) receiving a copy to be presented when enrolling at the new school.

The receiving school uses the transmittal record to determine initial placement. Additional information may be requested from the sending school by use of a post card (see figure A-11 on page 161). Information of a confidential nature concerning the student is sent

only when it is believed to be in the best interests of the student, and if approved by the student (if of age) or a parent.

It is recognized that the sending school is not always notified when a student leaves. For those students who withdraw without receiving this standard transmittal form, a request for student records should be sent by the receiving school, as is usual in current practice.

The general acceptance of the terms and codes of this handbook by schools throughout the United States could facilitate the interpretation of interdistrict transfer information from both manual and computerized information systems.

Maintaining the Data Base.—Throughout a student's academic career, a record must be maintained. New information should be added to the record when obtained, and information that is no longer relevant must be deleted. These changes are initiated from many sources. Grade and attendance reports are submitted by teachers or instructors, reports of student activities by faculty advisers, and health reports by the school nurse or physician. Psychological evaluations can be submitted by guidance personnel. All of these data must be converted to a standard format and incorporated into the student record.

Regardless of where a change is initiated, a particular individual or department is usually given the responsibility of incorporating this information into the student record. On the elementary level, the classroom teacher usually has this responsibility. On the secondary level this function is usually performed by guidance personnel. The community or junior college usually assigns this responsibility to the registrar.

Change information should be recorded initially on a standard form. This form should indicate the date, source of the data, and the individual recording it. The form may be multicopied, allowing one copy to be filed at the source location and the other copy to be used in updating the student record. If the data base is composed of jacket- or folder-type records, the form itself may be incorporated into the jacket or folder. If a single document record is being used, change data must be transcribed to the record. This posting can be done by the office staff or by the initiating educators, who come into the central office for this purpose. Both of these methods have some disadvantages. The first creates a burdensome clerical task for office personnel. The second can result in several educators requiring access to a record at the same time. This situation can be eased through the use of adhesive-backed "labels." Change information can be typed on the label at the source location. The label is then sent to the central office, where the label is affixed to the record.

The information system requires careful monitoring, though there is a tendency to devote less attention to monitoring the student data base than to gathering information for it. Monitoring should provide for regular assessments to make certain that all pertinent data are being gathered and that they are accurate. For example, new staff members may not know that an update of the student's record must be made to incorporate program changes. Yet without such information, wrong information could be sent to a college or prospective employer, and the student's chances of being accepted for entrance or employment might be harmed. Such monitoring should also provide for periodic checks to ascertain which data could be discarded from a student's file as irrelevant or no longer pertinent. For example, some schools require that samples of the student's work be kept in file. These samples may well be relevant data for those involved with the student during the year in which the work was done or perhaps in the year or two immediately thereafter. There is little justification, however, for carrying this information in the record indefinitely. A definite policy covering the retention period of records and information items should be established (see chapter II).

Generating Reports from the Data Base.—The student data base provides an inclusive, up-to-date repository of information pertaining to students in the school system. As such, it can provide the basic data for many periodic reports required by the school. In a manual system, required information must be transcribed manually from the record to a report work sheet. If individual student records are removed from the file in order to extract information for a report, control procedures must be developed to ensure that all records are returned to the file. A good rule to establish is that all records must be refiled before the end of each day.

Retrieving Specific Items.—The process of retrieving information pertaining to a specific student from the data base is essentially a matter of looking up the appropriate record in the file and copying the information. The data base is usually arranged in student

name or number sequence to facilitate locating the records of specific students. Cross-reference files can be used to facilitate locating a record by some category other than the file sequence category. For example, if the file is arranged by number, a separate file of 3" x 5" cards could be established, containing student name and number, arranged in name sequence. If an information request shows student name but no number, the name card can be found in the card file. The student number shown on this card can then be used to locate the proper record in the data base.

Because of the confidential nature of much of the information in the student data base, access to this file should be limited to authorized personnel. If possible, information requests should be forwarded to a member of the central office staff who is authorized to work with the data base. If the request is in order, this individual will look up the record and report the desired information to the requestor.

One procedure for protecting confidentiality involves the use of an Information Requisition (figure A-12, page 161). This form should be filled out in duplicate, signed by the individual requesting the information, and, as required, signed also by the person authorizing the use of the information (e.g., parent, student, originator of record or his department chairman). The requisition is sent to the central office, where the requested information is transcribed from the record to the requisition. The original copy of the requisition—with the information—is sent to the requisitioning source. The copy of the requisition is filed, either with the record or separately. In emergencies, some information might be transferred by telephone, but an Information Requisition should be filled out after the fact to document the access to the student record. (The issue of confidentiality is discussed in detail in chapter II.)

COMPUTERIZED SYSTEM

Computerized System Data Base.—In a computerized information system, the student data base is a file or files of data stored on magnetic tape or magnetic disk. In many large or medium-sized schools, the student data base is the largest file processed by the computer. A student record containing all of the information rquired for a student information system could exceed 1,000 characters in length. Figure A-13 on page 162 illustrates the contents of a computerized student record utilizing the recommendations in chapter IV for a basic student record.

File size is an important consideration to the systems designer because, in most computer systems, internal memory and disk storage are limited. In tape-oriented systems, larger files generally take longer to process. There are several techniques for reducing file and record size. These include:

- Extensive use of coded data.
- Use of variable length records.
- Subdividing the data base into categories based upon the importance of the data.
- Subdividing the data base into several files based upon functional areas.

In a computerized system, coded data provide the advantage of requiring a minimum of file space. Although only the data code is stored in the record, the computer can be programed to print the full description of the item on computer-generated reports.

Not all records require the same amount of data. The record of a kindergartener, for example, will not contain as much information as the record of a high school senior. If all records in the data base are of the same length, many records will contain a large number of blank fields. This can be prevented by the use of variable-length records increased programing efforts. first portion (high order) of each record contains basic information applicable to all students. The remainder of the record contains only data pertinent to that specific record. In earlier computers, the use of variable-length records increased programing efforts. With the powerful operating systems available today, however, a variable-length record format imposes no particular problems to the programer.

In some student information systems, the data base is subdivided according to the importance of the data. Essential information that pertains to all students is kept in one file. A second file is established that contains all optional information. Most of the time, it is necessary to process only the first file in order to generate necessary reports.

A somewhat similar technique is to divide the data base into a number of files based upon functional area. For example, there might be an attendance and grade reporting file, a family information file, and a student health information file. All of these files are related through the student number.

Collections of Information.—In a computerized information system, newly collected data must be converted to computer-readable form before they can

be used to update the data base. The most common method of doing this is by key punching. Because this process involves an additional transcription of data, it is subject to the possibility of clerical error. Among the techniques developed to minimize clerical errors are the following:

- *Forms design.* Whenever possible, data should be recorded initially on standard forms. Data should appear on the form in the same sequence as they are to be keypunched, i.e., the first item to be punched should fall in the upper left portion of the form, with subsequent items appearing from left to right and from top to bottom of the form.
- *Coded data.* All coding should be done prior to key punching. The keypunch operator is concerned with quickly and accurately transcribing what is seen. If the operator is asked to analyze and code data, both speed and accuracy will be diminished.
- *Self-checking numbers.* The self-checking number is used for protecting against mispunching or transposing a code number such as student number. In this method, the rightmost digit of the code number, called the check digit, is a calculated digit derived from the other digits of the code. The formula for calculating this digit can be incorporated into the computer program that initially reads the card. The computer will calculate the check digit and compare it with the digit already punched in the card. If the two do not agree, the code number probably was incorrectly punched.
- *Key verification.* This is a technique for verifying key punching accuracy. The punched tabulating cards are fed again into the key verifier and the data are keyed again from the source document. The verifier compares the data being keyed with the data already punched into the card. If there is any discrepancy, the machine locks and a light comes on indicating an error.

These methods are generally used in combination to insure the accuracy of key punching.

Another method of converting data into computer-readable form is through the use of optical-scanning equipment. There are two major categories of optical scanning:

- Mark sensing.
- Optical character recognition.

Mark sensing uses a mark in a specific position (or box) of a form to record data for an information item. The form containing these marks can be read by a mark-sensing device and the information marked can be transferred directly into the computer, or converted to punched cards or magnetic tape for additional processing later. The design of the mark-sense document is extremely important because each possible position of the document can be used as a data position. Two drawbacks of the mark-sensing method are:

- The coded information is often unintelligible to an untrained observer.
- The ability to record alphabetic data is severely limited.

Optical character recognition equipment is able to read documents printed with a special type font and to transfer the printed information directly to the computer. Some of this equipment is capable of reading hand-printed information if the printing conforms to a specific format. This type of equipment is expensive and requires a large volume of transactions for economic justification. Both of these techniques enable the computer to accept directly the originally recorded data. Thus, a clerical operation is eliminated and the chance of transcription errors is diminished.

Data terminals are being used increasingly as data input devices. A terminal is an input-output device, connected by *dedicated lines* or normal telephone circuits to the computer. Information keyed into the terminal can be transmitted over these lines to the computer. The computer can also transmit information to the terminal, where it may be printed or displayed on a cathode ray tube. This permits interaction between the individual entering the data and the computer. The computer, for example, could be programed to transmit and display on the terminal, instructions for entering data correctly. Because the use of a terminal gives the user direct access to the computer memory and, in many cases, to the data base, it is necessary to develop safeguards to prevent unauthorized individuals from accessing confidential information and to guard against unwarranted modification of file data.

No matter how source data are converted to "computer-processible" form, steps must be taken to insure that all the data are read, and read correctly by the computer. Generally, input records are accumulated and transmitted to the computer in a batch. The

originating individual should count the number of records in the batch, and accumulate the total quantitative fields in the document. When the batch is first processed, the computer should accumulate the same totals. These must be balanced to the original totals before processing can continue.

Updating the data base. After data have been collected and converted to "computer-processible" form, they are read by the computer for the purpose of modifying the data base. Before being incorporated into the data base, the computer should thoroughly edit all data in the incoming record. This edit should ascertain that all necessary data fields have been filled and that the data are reasonable. For example, a date of 731032 would indicate an error in the record. Often this editing step is combined with the accumulation of control totals as described in the previous paragraph.

When the data base is modified, the computer should print a report showing the changes made. Records added to and deleted from the data base should be printed in full. If an adjustment is made to an existing record in the data base, the record should be printed as it was before the adjustment, and as it is after the adjustment. This list provides visual evidence of any changes to the data base. In many systems, the date of the last change to a record is recorded in the record. This assists in tracing changes in any specific record to their source.

Generating reports. The ability to generate reports by analyzing, resequencing, or summarizing the data bank is one of the greatest advantages of a computerized information system. In many systems, however, the ease with which reports can be produced has led to a virtual avalanche of paper generated by the computer. A well-designed system is economical in the reports it produces. Wherever possible, reports should be exception-oriented, i.e., show only those items that are exceptions from normal and thus require administrative attention.

All reports produced should be readable. Column headings should be printed describing the data in the column. Wherever possible, coded data should be converted, on the report, to their word description. For example, a student's sex may be coded in the data base record as 1 or 2. On the report it could be printed as MALE or FEMALE.

With the establishment of a student data base, there may be a demand to prepare many statistical analyses of the information in the data base. Most of these will be nonrecurring studies. Many information systems have provision for producing this type of report in a generalized format, merely by defining certain standard specifications to a generalized report generation program. This reduces programing effort and facilitates fast response to information requests.

Retrieving specific information. One of the objectives of most student information systems is to be able to quickly retrieve information pertaining to a specific student. Most computerized systems provide for very fast retrieval of information. It must be remembered, however, that fast retrieval has its cost. A system that could provide immediate access to all items of student information at any time would, in all probability, be excessively costly in terms of equipment and programing effort required. The essential questions are:

- How quickly is an information item needed?
- How often does this need arise?

The need to review a student's academic record prior to a counseling conference can be anticipated in advance and probably does not require immediate access to the data base. On the other hand, the need to know if there are any religious restrictions on performing an emergency operation on an injured student is critical and demands immediate response. Hopefully, however, this would be such an unusual occurrence that the interruption of normal operations in this situation would not cause continuing problems.

Most computers with magnetic disk files have the capability of interrupting a program in operation and inquiring into a file stored on magnetic disk, thus providing access to confidential information in the data bank. Some techniques for safeguarding confidential information by restricting access to student data are included in chapter II.

Shared computer. The small or medium-sized school or school system often has difficulty in justifying the cost of its own computer for use with student data. Many such school systems are able to share in the use of a computer with other school systems. Under such an arrangement, a data processing center is established to do all of the computer processing for a number of participating schools and systems. Such data processing centers may be organized by the State department of education, an intermediate school district, or an independent authority established by a group of local school systems. This arrangement offers two advantages:

- The data center can usually cost justify much more powerful data processing equipment than could any individual participant.
- The data center can develop a larger, more capable staff than any individual participant.

The local school that participates in such a plan sacrifices some individual flexibility in systems design. In many cases, however, this sacrifice is insignificant compared to the equipment and staff advantages gained through such an arrangement.

Data base management. A good concept of data base management is illustrated in figure A-14 on page 163.

In data base design, the user classifies the items of information about the subject and identifies the inter-relationships. Chapters III and IV provide this structure, coding, and linkages for student data. The items of information are included in the *data base*[3] to make the data base a usable resource.

The data base must be managed effectively and with concern for safeguarding confidential data. This may be done through the *data base management system,* which consists of *data management programs, directories,* and *indexes.*

The data management programs provide the computer routines for updating and accessing the data base and for providing checks on the accuracy of incoming data. The directory provides the definitions of items of information as well as the relationships among items. The index identifies the location of data in the data files.

The user may normally be provided two methods of accessing the information—*batch processing* by *job,* and *direct access* through a *terminal.* The batch process is used whenever the volume is high and/or the response time is moderate. Direct access applies to requests for data needed in a hurry, and usually requires the output volume to be small. The *data processing department* in either case provides and controls the methodology for accessing the data base.

One important aspect of data base management is the handling of common data among different data files. For maximum usability of the data, common coding should be utilized in each file, or at least a crosswalk provided to translate one code to another to provide necessary linkages. Some of the areas of common data are illustrated in figure A-15 on page 164.

REVIEW OF RECORDS

It is good practice to have student records reviewed periodically to insure that they are relevant, current, and correct. Ideally, each student or his parent should review the record and offer corrections for any inaccuracies. In a computerized data system, a printout of the record may be reviewed for this purpose; in a manual system, a copy of the record may be sent home or the parent and/or student may be asked to review the record at school. Lacking parent or student review, a school administrator or teacher having good knowledge about the student might be asked to review all or portions of the record and provide appropriate corrections and additions. (See also chapter II.)

In any case, the record may appropriately include a notation identifying each reviewer and the date of his review.

RECORDS RETENTION

The systems designer, whether designing a computer-based or manual information system, should be concerned with the length of time a record or an item of information is maintained. A standard set of guidelines is not offered here; rather each education agency should develop its own set of rules and regulations depending on its data needs, local policies, State laws, and requirements under Federal and State grants. A number of factors should be considered (see also chapter II, pages 9 and 10):

- The student's permanent record should accumulate his history of performance during his school career, and should be maintained after he leaves school.
- Data which have been superseded by more up-to-date data normally should be destroyed.
- Data and information on behavior, tests, discipline, attendance, and the like, which could be of potential harm to the student, should be destroyed as soon as their usefulness in the record has been served; for local school systems, these data should be destroyed by the time the student has graduated from high school or attained the age of 21 years.
- Other data should be destroyed as soon as the student has left school, has graduated from high school, or has attained the age of 21 years.

[3] The italicized terms in this section refer to headings of major components shown in figure A-14.

ILLUSTRATIVE DOCUMENTATION

Figure A-2.—Illustrative Statement of Policy for Attendance Records

Source: State Board of Education, Florida
Teacher's Register of Attendance, 1970

STATE BOARD OF EDUCATION REGULATION GOVERNING ATTENDANCE

6A-1.44 Pupil attendance records.–

(1) The presence or absence of all public school pupils shall be determined at the beginning of the morning and afternoon sessions of each school day. Pupils who are subsequently present shall be recorded as tardy. All absent and tardy pupils shall be recorded in the Teacher's Register of Attendance or by an alternate system of recording attendance which has been specifically approved by the director, division of elementary and secondary education. Any alternate system shall be approved prior to implementation only on specific application from the district for district-wide application unless the district can justify an exception based on the unique program offered by a particular school. A school which is on double or staggered sessions shall make the second official attendance check after one half of the school day for that group of pupils has elapsed.

(2) Attendance of all pupils for at least one hundred eighty (180) days of instruction shall be required, except for absence due to illness or otherwise as provided by law. A pupil may be counted in attendance only if he is physically present, or if away from school on a field trip, or other activity sponsored by the school and under the actual supervision of school authorities.

(3) Attendance data shall be entered daily in the Teacher's Register of Attendance or other record approved as provided herein. Data shall not be recorded in temporary records, and then transferred at a later date to the permanent record, except for the first ten (10) days of each school year.

(4) The Teacher's Register, or the approved alternate record, shall be retained at the school unless otherwise directed by the superintendent of schools. Such records shall be permanent records and the superintendent shall be responsible for their collection and safe storage at the conclusion of each school year. The Teacher's Register of Attendance or other approved system of record shall be prima facie evidence of the facts which it is required to show.

(5) The principal shall be responsible for the administration of attendance policies and procedures and for the accurate reporting of attendance in the school under his direction. He shall assure that all teachers and clerks are instructed in the proper recording of attendance, and it shall be his duty to see that such instructions are followed. He shall inspect and determine the accuracy of each register at least twice during the school year. If an approved alternate system is used the principal shall inspect for accuracy the record which replaced the Teacher's Register and therefore is the record of attendance. The principal shall sign all attendance reports and his signature shall be deemed to certify that all attendance records have been kept as prescribed by law and regulations of the State Board of Education. An attendance report containing any material inaccuracies, resulting from the negligence of the principal, shall be considered a false report for which the principal shall be subject to penalties as provided by law.

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ILLUSTRATIVE DOCUMENTATION

Figure A-3.—Example of Explanation for A Student Record Form

SOURCE: *Pupil Accounting for Iowa Schools*, p. 20 – State of Iowa Department of Education, 1966

Pupil Number | NAME (Last, First, Middle) | Male / Female / Marital Status

Birthdate | Evidence Verifying Birthdate | Birthplace | Name of Parent or Guardian

Entered From | Date | Latest Address (in pencil)

School Year	Grade Level				School Year	Grade Level				School Year	Grade Level				School Year	Grade Level			
Subjects	Marks 1	Marks 2	Min. Wk.	Un.	Subjects	Marks 1	Marks 2	Min. Wk.	Un.	Subjects	Marks 1	Marks 2	Min. Wk.	Un.	Subjects	Marks 1	Marks 2	Min. Wk.	Un.
Days Present	Days Absent	Times Tardy			Days Present	Days Absent	Times Tardy			Days Present	Days Absent	Times Tardy			Days Present	Days Absent	Times Tardy		

School Year	Grade Level				School Year	Grade Level				School Year	Grade Level			
Subjects	Marks 1	Marks 2	Min. Wk.	Un.	Subjects	Marks 1	Marks 2	Min. Wk.	Un.	Subjects	Marks 1	Marks 2	Min. Wk.	Un.
Days Present	Days Absent	Times Tardy			Days Present	Days Absent	Times Tardy			Days Present	Days Absent	Times Tardy		

Summary of High School Units

Subject Area	Un.	Subject Area	Un.
Comm. Skills		Agriculture	
Foreign Lang.		Business Educ.	
Mathematics		Distrib. Educ.	
Science		Homemaking	
Social Studies		T. & I. Educ.	
		Dr. & Saf. Educ.	
Art		Health	
Music		Physical Educ.	
Industrial Arts			
		Tot. Un. Earned	

	Yes	No
Approved by State Dept. of Public Instruction		
Accredited by North Central Association		

Date of H. S. Graduation | No. in H. S. Graduating Class | Rank | H. S. Aver. Mark | Marking System

Name of High School | Location

Pupil Number—Enter the individual pupil number if numbers are assigned by your school to identify pupils.

Name—Enter the pupil's full legal name in the order indicated: last name, first name, and middle name. If the pupil has no middle name or initial, enter "none." The legal name of the pupil should be used to identify him on school records, to avoid possible confusion in the future. If the last name used by the pupil is an assumed name, enter it in parentheses immediately following the legal name of the pupil. Depending upon the type of filing equipment used, the location of the items of information identifying the pupil may appear at either the top or bottom of the form, so that the pupil's name is always visible in the file.

Male, Female—Place a check mark by "male" if the pupil is a male or "female" if the pupil is a female.

Marital Status—Enter marital status of pupil if other than single. Example: Married, Divorced, Separated, or Widowed.

Birthdate—Enter the pupil's dirthdate—month, day, and year. Example: December 12, 1960.

Evidence Verifying Birthdate—Enter the title or a brief description of the document used to verify the date and place of the pupil's birth. Examples: Birth Certificate, Hospital Certificate, duly attested Baptismal Certificate, Passport, or affidavit of parent or guardian.

Birthplace—Enter the city, county, and the state in which the pupil was born, as shown on the Birth Certificate or other official document. If the birthplace is not in the United States, give the name of the country.

Name of Parent or Guardian—Enter the full name of the pupil's father, if living; otherwise enter the full name of the pupil's mother, or if both parents are deceased, the full name of the pupil's guardian.

ILLUSTRATIVE DOCUMENTATION

Figure A-4.—Example of Coding Structure for State and County

SOURCE: *Federal Information Processing Standards Publication 6-1,* National Bureau of Standards, U.S. Department of Commerce, 1970.

STATE NAME: ALABAMA
STATE ABBREVIATION: AL
STATE CODE: 01

CODE	COUNTY NAME
001	AUTAUGA
003	BALDWIN
005	BARBOUR
007	BIBB
009	BLOUNT
011	BULLOCK
013	BUTLER
015	CALHOUN
017	CHAMBERS
019	CHEROKEE
021	CHILTON
023	CHOCTAW
025	CLARKE
027	CLAY
029	CLEBURNE
031	COFFEE
033	COLBERT
035	CONECUH
037	COOSA
039	COVINGTON
041	CRENSHAW
043	CULLMAN
045	DALE
047	DALLAS
049	DE KALB
051	ELMORE
053	ESCAMBIA
055	ETOWAH
057	FAYETTE
059	FRANKLIN
061	GENEVA
063	GREENE
065	HALE
067	HENRY
069	HOUSTON
071	JACKSON
073	JEFFERSON
075	LAMAR
077	LAUDERDALE
079	LAWRENCE
081	LEE
083	LIMESTONE
085	LOWNDES
087	MACON
089	MADISON
091	MARENGO
093	MARION
095	MARSHALL
097	MOBILE
099	MONROE
101	MONTGOMERY
103	MORGAN
105	PERRY
107	PICKENS
109	PIKE
111	RANDOLPH
113	RUSSELL
115	ST. CLAIR
117	SHELBY
119	SUMTER
121	TALLADEGA
123	TALLAPOOSA
125	TUSCALOOSA
127	WALKER
129	WASHINGTON
131	WILCOX
133	WINSTON

STATE NAME: ALASKA

The official political units of Alaska are called boroughs. There are 10 organized boroughs and an unorganized borough. Unfortunately, for statistical purposes, the organized boroughs cover only a very small percentage of the land area of the State and have the further disadvantage of excluding military and Indian reservations which lie within their boundaries. Consequently, the unorganized borough is too large to provide a basis for suitable statistical analysis. For these reasons the boroughs are not usable for most statistical purposes.

The Bureau of the Census, in conjunction with the State of Alaska, has established Census Divisions for Alaska which provide a more effective basis for statistical purposes. The Census Divisions are stable geographic statistical areas with defined boundaries that encompass the entire state and generally comprise the election districts. The State of Alaska has requested that these Census Divisions be utilized for statistical purposes.

Two sets of codes are therefore provided for the geopolitical subdivisions of Alaska, namely, the Census Divisions and the Boroughs. The Census Division codes all have a zero in the low order (last) position. Also listed next are codes for the boroughs. These can be used in those applications having definite requirements to identify these political units. It should be noted that the low order position of these codes are other than the character zero. Also, the State of Alaska defines the Unorganized Borough to be the remainder of the State other than the 10 organized boroughs. Accordingly, those systems using this definition of the Unorganized Borough would code the military and Indian reservations as 999.

STATE ABBREVIATION: AK
STATE CODE: 02

DIVISIONS

CODE	DIVISION NAME
010	ALEUTIAN ISLANDS DIVISION
020	ANCHORAGE DIVISION
030	ANGOON DIVISION
040	BARROW DIVISION
050	BETHEL DIVISION
060	BRISTOL BAY BOROUGH DIVISION
070	BRISTOL BAY DIVISION
080	CORDOVA-MCCARTHY DIVISION
090	FAIRBANKS DIVISION
100	HAINES DIVISION
110	JUNEAU DIVISION
120	KENAI-COOK INLET DIVISION
130	KETCHIKAN DIVISION
140	KOBUK DIVISION
150	KODIAK DIVISION
160	KUSKOKWIM DIVISION
170	MATANUSKA-SUSITNA DIVISION
180	NOME DIVISION
190	OUTER KETCHIKAN DIVISION
200	PRINCE OF WALES DIVISION
210	SEWARD DIVISION
220	SITKA DIVISION
230	SKAGWAY-YAKUTAT DIVISION
240	SOUTHEAST FAIRBANKS DIVISION
250	UPPER YUKON DIVISION
260	VALDEZ-CHITINA-WHITTIER DIVISION
270	WADE HAMPTON DIVISION
280	WRANGELL-PETERSBURG DIVISION
290	YUKON-KOYUKUK DIVISION

ILLUSTRATIVE DOCUMENTATION

Figure A-5.—Report Generated by Student Information System

SOURCE: *Student Scheduling Handbook* — Board of Cooperative Educational Services, First Supervisory District, Erie County, Buffalo, New York, 1971.

STUDENT MAINTENANCE LOG REPORT

STUDENT NUMBER	STUDENT NAME	GRADE	HOMEROOM	SEX	PRIORITY CODE	REQST 1	REQST 2	REQST 3	REQST 4	REQST 5	REQST 6	REQST 7	REQST 8
06584	TOWERS DOUGLAS P	11	112	M	1	001	002	003	004	005	006	007	008
06585	TWIST MARY	11	112	F	4	002 022	004 024	006 026	008 028	010 030	012 032	014 034	
06790	JOHNSON GEORGE	11				071	171	271	371				

TOTAL OF MASTER ITEMS IN – 1926
TOTAL OF MASTER ITEMS OUT – 1939
TOTAL OF DELETION ITEMS – 8
TOTAL OF ADDITION ITEMS – 21
TOTAL OF CHANGE ITEMS – 52
END OF STUDENT MAINTENANCE LOG REPORT

STUDENT MAINTENANCE LOG (D820-07)

The following are rules which apply in making corrections on this report:

(1) Use red pen or pencil only.

(2) Underline the student identification of each student upon which there is a change.

(3) Print all changes, do not write in longhand.

(4) If you wish to drop a course code circle it, do not cross it out.

(5) If you wish to add a course print the new course number to the right of the last course code printed on the list.

(6) If you wish to replace an existing course code with a new course code, circle the existing code and print the new course code above the circled course code.

(7) If you wish to drop a student from scheduling, draw a line through the student's information; that is, student identification, course requests, etc.

(8) If you wish to add a student to scheduling, print his name, student number, grade, and course requests at the bottom of the list. Remember, you must also add this student to the student master file by submitting a Student Master Record Form.

NOTE: Changes to student name, grade, homeroom, and sex may not be made on this report. These changes must be made on the student's master record form.

A new Student Maintenance Log is produced during each computer run. Use the newest listing to make corrections.

ILLUSTRATIVE DOCUMENTATION

Figure A-6.—Clerical Procedures

SOURCE: *TIES Users Mark Reporting Manual,* Minnesota School Districts Data Processing Joint Board, 1970.

AREA	SYS/SUBSYSTEM	LEVEL	DATE	BY
	Mark Reporting		9/28/70	DMP

TITLE	PAGE	REV.
Flow Chart Description	B2	

OPTION A

The flow chart on page B-1 shows the general steps of the mark reporting system. There are two options to choose from: Option A and Option B.

The steps for Option A are:

1) TIES prepares class lists for the school. See D-2 for a sample of the form as prepared by TIES. There is a list for each class, and the lists are in sequence by teacher number.

2) TIES also provides blank late entry cards with the class lists. These cards allow a teacher to enter a mark for a student who is not on the class list. See D-5 for a sample of late entry cards.

3) The class lists and late entry cards are distributed to the district for its schools.

4) The schools distribute the materials to the individual teachers.

5) The teachers mark the class lists and complete a late entry card for any student not on the class list.

6) The school gathers the materials from the teachers and the district office transmits it to TIES via their scanner.

7) TIES receives the information from the scanner and edits the materials, listing errors found. The errors checked for are missing or invalid marks and pages and parity errors caused by line noise.

8) There will be no checking of comments. If the input is a valid comment for that school, it will be printed on the progress report. Otherwise, it will be ignored.

9) After the corrections are retransmitted via the scanner, TIES will prepare the reports that the district has requested.

10) TIES forwards the auxiliary reports to schools. These may be delayed a few days due to TIES print volume but will be based on the same data as the Progress Reports.

11) TIES prints the Progress Reports and Mark Audit List.

12) TIES sends these to the schools for correction.

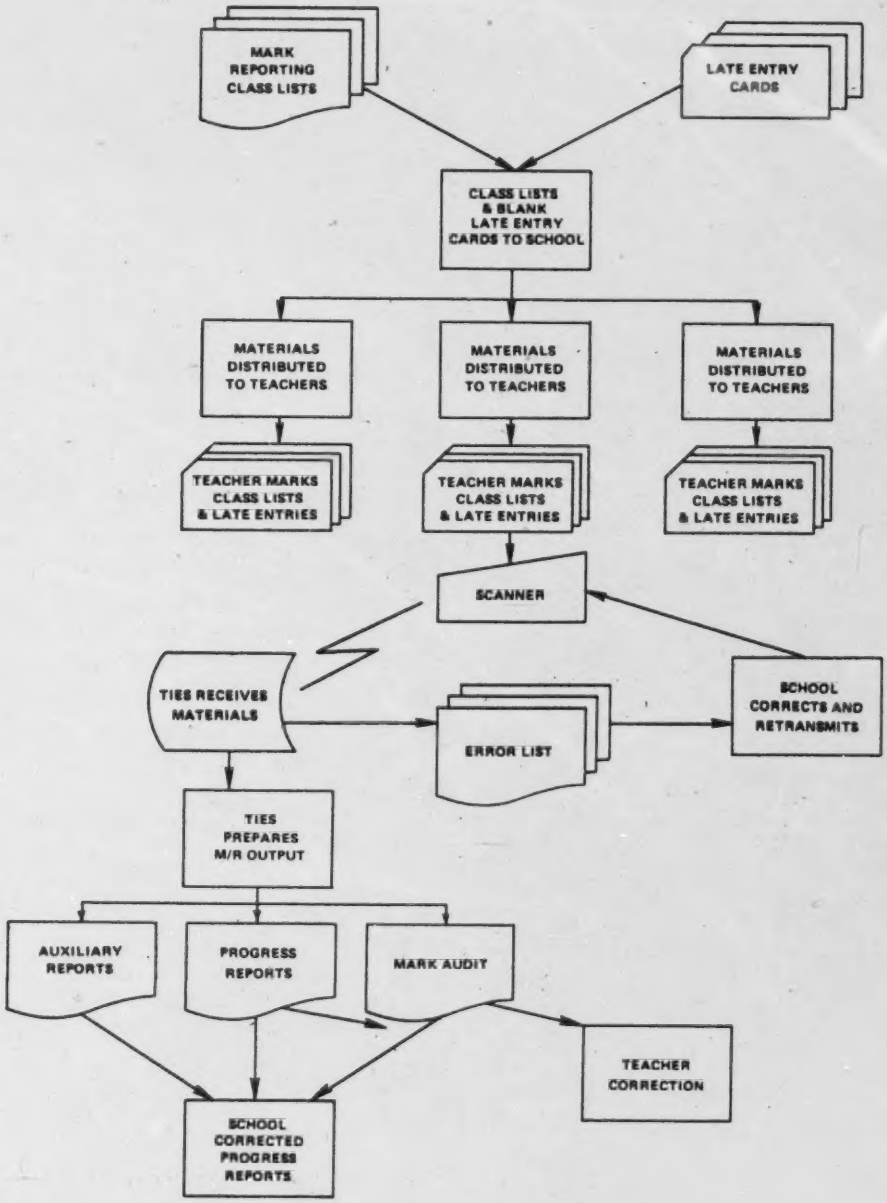
13) Schools correct Mark Audit Lists. Corrections are input via the District Office CRT and will appear on the next period's Progress Reports.

14) Schools correct marks on the Progress Reports and distribute to the students.

ILLUSTRATIVE DOCUMENTATION

Figure A-7.—System Flow Chart

SOURCE: *TIES Users Mark Reporting Manual,* Minnesota School District Data Processing Joint Board, 1970.



ILLUSTRATIVE STUDENT RECORD

Figure A-8

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PERSONAL AND FAMILY INFORMATION

MARYLAND PUPIL DATA SYSTEM
PDS 1 SIDE 1

Pupil Number | Legal Name: Last | First | Middle | Any Other Name | Birth Date Mo. / Day / Yr. | Sex M or F | Race/Ethnic Code

Evidence of Date of Birth | Place of Birth: Local Govt. Unit | State | Nation

☐ Citizen ☐ Non-Citizen ☐ Check if Married

Primary Language [Non-English]: Pupil | Home

Social Security Number

Pupil's Present Address	Telephone	Tuition Status	Tuition Paid By Code	Tuition Paid By Date	Brothers Name	Brothers Birth Date	Sisters Name	Sisters Birth Date
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

Male Parent

Name: Last | First | Middle

☐ Father ☐ Other _____ | ☐ Citizen ☐ Non-Citizen | Education

Employment: Location and Type

	Employer	Tel.
1	Address	Occupation Code
2	Employer / Address	Tel. / Occupation Code
3	Employer / Address	Tel. / Occupation Code
4	Employer / Address	Tel. / Occupation Code

Male Head of Household if different from Male Parent)

Name: Last | First | Middle

1 Address
2 Address
3 Address

Female Parent

Name: Last | First | Middle

☐ Mother ☐ Other _____ | ☐ Citizen ☐ Non-Citizen | Education

Employment: Location and Type

	Employer	Tel.
1	Address	Occupation Code
2	Employer / Address	Tel. / Occupation Code
3	Employer / Address	Tel. / Occupation Code
4	Employer / Address	Tel. / Occupation Code

Female Head of Household (if different from Female Parent)

Name: Last | First | Middle

1 Address
2 Address
3 Address

Page 1 of 9

SOURCE: MARYLAND STATE DEPARTMENT OF EDUCATION, 1969.
NOTE: Small portions of this form have been modified for purposes of illustration.

Figure A-8—Continued

ATTENDANCE INFORMATION

MARYLAND
PUPIL DATA SYSTEM
PDS 1 SIDE 2

Pupil Number | Legal Name: Last First Middle | Any Other Name | Mo. Day Yr. Birth Date | Sex M or F | Race/Ethnic Code

School Attendance Record

Year	Grade	Local Unit No.	School Number	School Name	Days		Entry				Withdrawal				Records Requested		Records Sent	
					Abs.	Pres.	Code	Mo.	Day	From	Code	Mo.	Day	To	Mo.	Day	Mo.	Day

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ILLUSTRATIVE STUDENT RECORD

Figure A-8—Continued

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STUDENT/PUPIL ACCOUNTING

MARYLAND STATE DEPARTMENT OF EDUCATION

SUBJECT PERFORMANCE INFORMATION, GRADES _____ TO _____

MARYLAND
PUPIL DATA SYSTEM
PDS 2 SIDE 1
(ALTERNATE 1)

Pupil Number ____ Legal Name: Last ____ First ____ Middle ____ Any Other Name ____ Birth Date Mo. / Day / Yr. ____ Sex M or F ____ Race Code ____

Name of School								
Number: Local Unit/School	/	/	/	/	/	/	/
Year	19 –	19 –	19 –	19 –	19 –	19 –	19 –
Grade and Section	/	/	/	/	/	/	/
Homeroom Teacher							
Language Arts Tchr.							
	•						
Social Studies Tchr.							
	•						
Science Tchr.							
	•						
Mathematics Tchr.							
	•						
Physical Education Tchr.							
	•						
Health Tchr.							
	•						
Fine Arts Tchr.							
	•						
Foreign Language Tchr.							
	•						
Other Tchr.							
	•						
(Check) Promoted Not Promoted	P___ NP___	P___ NP___	P___ NP___	P___ NP___	P___ NP___	P___ NP___	P___ NP___

*Spaces are for grades or comments used in the evaluation procedures of local school units.

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Figure A-8—Continued

SUBJECT PERFORMANCE INFORMATION, GRADES ____ TO ____

MARYLAND PUPIL DATA SYSTEM
PDS 2 SIDE 2

Pupil Number | Legal Name: Last | First | Middle | Any Other Name | Birth Date Mo. Day Yr. | Sex M or F | Race Code

Gr.	School	Post Office	State	SUBJECT	TEACHER	No. of Wks.	Total Hours	MARKS 1	2	F	Units
S											
REGULAR											
19											
19											

Gr.	School	Post Office	State	SUBJECT	TEACHER	No. of Wks.	Total Hours	MARKS 1	2	F	Units
S											
REGULAR											
19											
19											

Gr.	School	Post Office	State	SUBJECT	TEACHER	No. of Wks.	Total Hours	MARKS 1	2	F	Units
S											
REGULAR											
19											
19											

Gr.	School	Post Office	State	SUBJECT	TEACHER	No. of Wks.	Total Hours	MARKS 1	2	F	Units
S											
REGULAR											
19											
19											

Gr.	School	Post Office	State	SUBJECT	TEACHER	No. of Wks.	Total Hours	MARKS 1	2	F	Units
S											
REGULAR											
19											
19											

Gr.	School	Post Office	State	SUBJECT	TEACHER	No. of Wks.	Total Hours	MARKS 1	2	F	Units
S											
REGULAR											
19											
19											

COMMENTS: Activities, Honors, Awards

UNIT SUMMARY

Subject Field	9	10	11	12	Total	Subject Field	9	10	11	12	Total
English						Foreign Lang.					
Soc. Std.						Physical Ed.					
Science						Other					
Math.											

18 units required for graduation

Passing Mark "D" Honors Mark (if any) _____

Date of Completion ___/___/___ Diploma ☐ Certificate ☐ Registry No. _____

Pupil completed program in (if applicable) _____

School Name | Tel. No.

School Address

Signature | Title | Date

This school is accredited by the Maryland State Department of Education.
This school is also accredited by the Middle States Association of Colleges and Secondary Schools. Yes ☐ No ☐

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Figure A-8.—Continued

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STANDARDIZED TEST INFORMATION

FIGURE A8 continued

MARYLAND
PUPIL DATA SYSTEM
PDS 3

Pupil Number _____ Legal Name: Last _____ First _____ Middle _____ Any Other Name _____ Birth Date Mo. / Day / Yr. _____ Sex M or F _____

Standardized Tests and Inventories

Date			Grade	Local Unit No.	School No.	Age		Type of Test*	Test (Use Stick-on Labels)	Form	Results (Use Stick-on Labels)
Mo.	Day	Yr.				Yr.	Mo.				

*This column has been added for purposes of illustration.

Figure A-8.—Continued

MARYLAND
PUPIL DATA SYSTEM
PDS 4 SIDE 2

NONSUBJECT PERFORMANCE INFORMATION

(Required for Secondary School, Optional for Elementary School)

Pupil Number | Legal Name: Last First Middle | Any Other Name | Birth Date Mo. / Day / Yr. | Sex M or F | Race Code

Year	Grade	Local Unit No.	School No.	School Activities and Citizenship List: Clubs, Sports, Special Interests, and Responsibilities	Community Activities List: Clubs, Groups, and Responsibilities
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					
19 -					

Post-High School Plans

Year	Grade	Occupational Objective	Proposed Education and/or Training
19 -			
19 -			
19 -			
19 -			
19 -			
19 -			
19 -			
19 -			

Employment While in School

Year	Employer	Job Title
19 -		
19 -		
19 -		
19 -		
19 -		
19 -		
19 -		
19 -		

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Figure A-8.—Continued

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MARYLAND STATE DEPARTMENT OF EDUCATION

PHYSICAL HEALTH INFORMATION

MARYLAND
PUPIL DATA SYSTEM
PDS 5 SIDE 1

Pupil Number | Legal Name: Last | First | Middle | Any Other Name | Mo. / Day / Yr. Birth Date | Sex M or F | Race Code

	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.	Mo.	Yr.
Height																																		
Weight																																		

Routine Screening Examination

Vision

Mo.	Yr.	Kind	By	Correction Indicated	Correction Made

Hearing

Mo.	Yr.	Kind	By	Correction Indicated	Correction Made

Teeth

Mo.	Yr.	By	Correction Indicated	Correction Made

Physical Examinations

Date Mo.	Date Day	Date Yr.	Gr.	Reason for Examination	Follow-up Needed Yes	Follow-up Needed No

Observable Yes No
Diagnosed Yes No
(Refer to Manual of Instructions) Type

Exceptionalities or Impairments

Immunization

	Primary Yes	Primary No	Booster Yes	Booster No
Smallpox				
Rubella				
Mumps				
Polio				
Diphtheria				
Pertussis				
Tetanus				

Diagnostic Procedures

	Most Recent Yes	Most Recent No
Tuberculin		
Tine Test		
Chest X-Rays		
Other		

Limitations on School Activities

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Figure A-8.—Continued

MARYLAND
PUPIL DATA SYSTEM
PDS 5 SIDE 2

REFERRALS FOR PHYSICAL, BEHAVIORAL, OR PSYCHOLOGICAL REASONS

Pupil Number _____ Legal Name: Last _____ First _____ Middle _____ Any Other Name _____ Birth Date Mo. / Day / Yr. _____ Sex M or F _____ Race Code _____

Referrals for Physical Reasons

Date			Gr.	Local Unit No.	School No.	Referred		Report of Referrals					
								Date			Location	Recommendations	
Mo.	Day	Yr.				By Whom	To Whom	Mo.	Day	Yr.		Yes	No

Specific Medical Instructi...

Comments:

Referrals for Behavioral or Psychological Reasons

Date			Gr.	Local Unit No.	School No.	Referred		Report of Referrals					
								Date			Location	Recommendations	
Mo.	Day	Yr.				By Whom	To Whom	Mo.	Day	Yr.		Yes	No

Comments:

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ILLUSTRATIVE STUDENT RECORD

Figure A-8.—Continued

MARYLAND STATE DEPARTMENT OF EDUCATION

PUPIL IDENTIFICATION DATA FOR SCHOOL YEAR 19 ___ - ___

(For School Use Only)

MARYLAND PUPIL DATA SYSTEM
PDS 7

Pupil Number _____ Legal Name: Last _____ First _____ Middle _____ Any Other Name _____ Birth Date Mo. / Day / Yr. / Sex M or F _____ Race Code _____

Residence Address of Pupil _____ Res. Tel. No. _____

Name of Head of Household where Pupil Resides _____

Grade/ Section	Home-room	Lunch Period	Locker No.	Bus No.

Business Address _____

Business Telephone _____

Person to Notify in Case of Emergency (If Different)
Name _____
Address _____
Telephone No. _____

Person to Whom Pupil Is Responsible after School _____ Tel No. _____
Name _____
Address _____

Brothers and Sisters – Birth Dates (Optional)

	Mo. / Day / Yr.		Mo. / Day / Yr.		Mo. / Day / Yr.
	/ /		/ /		/ /
	/ /		/ /		/ /
	/ /		/ /		/ /
	/ /		/ /		/ /

Others Living in the Home _____

Pupil's Weekly Schedule

	Monday			Tuesday			Wednesday			Thursday			Friday		
	Subject	Teacher	Rm.	Subject	Teacher	Rm.	Subject	Teacher	Rm.	Subject	Teacher	Rm.	Subject	Teacher	Rm.
1															
2															
3															
4															
5															
6															
7															
8															
9															

Pupil's Physician: Tel. No. _____
Name _____

Hospital Preference: Tel. No. _____
Name _____

Pupil's Dentist: Tel. No. _____
Name _____

Recognized Waivers and Health Problems _____

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Figure A-9

ILLUSTRATIVE ENROLLMENT FORM

SOURCE: *Sarasota County Schools, Sarasota, Florida, 1970*

STUDENT INFORMATION REPORT — SARASOTA COUNTY SCHOOLS, SARASOTA, FLORIDA

Yr. ..... Mo. ..... Day ..... DATE | E. NO. | R. NO | CORR. OR ADD | STUDENT NO (IF CORR. OR ADD.) | DOC. DOC. NO. (IF AVAIL.) | GR. | EX | SCHOOL NO.

Legal Name ..... LAST (JR., ETC.) FIRST MIDDLE | RACE | SEX: M F

Yr. ..... Mo. ..... Day ..... BIRTHDATE | CITY | STATE/FOREIGN COUNTRY | VERIFICATION CODE # | CITIZEN OF U.S.: NO | PREVIOUSLY IN SARA. CO: YES NO

..... (.....) RESIDENCE | ZIP | MAILING ADDRESS IF OTHER THAN RESIDENCE ..... (.....) ZIP

REL. # ..... FATHER OR MALE GUARDIAN ..... OCCUPATION ..... CODE #

REL. # ..... MOTHER OR FEMALE GUARDIAN ..... OCCUPATION ..... CODE #

RESIDENCE PHONE ..... BUS. (FATHER) ..... BUS. (MOTHER) .....

EMERGENCY PHONE ..... EMERGENCY NAME .....

DOCTOR'S PHONE ..... DOCTOR'S NAME .....

ELEMENTARY USE

				DATE
Attended Kdg.	Yes	Fee	Yes	Yr. ..... Mo. ..... Day
Summer Kdg.	Yes	Tuition Fee	Yes	Yr. ..... Mo. ..... Day
Headstart	Yes	School Insurance	Yes	Yr. ..... Mo. ..... Day
		Report Card Rec.	Yes	Yr. ..... Mo. ..... Day
		Transcript Rec.	Yes	Yr. ..... Mo. ..... Day

PRIOR SCHOOL ATTENDED ..... ADDRESS ..... (.....) ZIP ..... DATE LEFT

ESEA I (FORMERLY PL 89-10) ADD: $0 - 1999 / $2 - 3000 DELETE: $0 - 1999 / $2 - 3000

Migrant: Yes

Identified Exceptional: ☐ Transported by school bus: Yes No Lives less than 2 miles from school: ☐

Home Room Teacher ..... H.R. No. ..... Bus Number ..... A.M. ..... P.M.

SCS PAPER SCREEN PRINTING, INC. SARASOTA 941-1

ILLUSTRATIVE FORM

Figure A-10

MINIMUM INFORMATION ABOUT STUDENT WHO TRANSFERS

IDENTIFICATION

STUDENT'S NAME	SEX	DATE OF BIRTH
PARENT'S NAME	LAST KNOWN ADDRESS	

HEALTH INFORMATION

IMMUNIZATIONS	DATE	IMMUNIZATIONS	DATE

SPECIAL PHYSICAL, HEALTH, SENSORY, AND EDUCATIONAL CHARACTERISTICS

SENDING SCHOOL

SENDING SCHOOL NAME	PHONE	DATE STUDENT WITHDREW

NUMBER & STREET	CITY	STATE	ZIP CODE

PERFORMANCE INFORMATION

YEAR	COURSE, GRADE OR PROGRAM OF STUDIES	CREDITS (Sec. & Post Sec.)	Mark or Level of Performance	YEAR	COURSE, GRADE OR PROGRAM OF STUDIES	CREDITS (Sec. & Post Sec.)	Mark or Level of Performance

TYPE OF MARKING SYSTEM

OTHER INFORMATION

FORM PREPARED BY	TITLE	DATE

ILLUSTRATIVE FORMS

Figure A-11

XYZ SCHOOL DISTRICT

NOTICE OF TRANSFER AND REQUEST FOR TRANSCRIPT

_____ HAS ENROLLED IN
STUDENT NAME

OUR SCHOOL ON _____.
DATE

PLEASE SEND THE RECORD OF THIS INDIVIDUAL

TO:

Figure A-12

STUDENT RECORD INFORMATION REQUISITION

DATE_____

STUDENT NAME _____ STUDENT NO._____

INDIVIDUAL REQUESTING INFORMATION _____

AGENCY OR ORGANIZATION _____

REASON INFORMATION IS SOUGHT _____

INFORMATION REQUESTED _____

_____

AUTHORIZATION (IF REQUIRED) _____

RESPONSE _____

_____

_____

_____

Figure A-13

ILLUSTRATIVE CONTENTS OF A STUDENT RECORD OR RECORDS – COMPUTERIZED SYSTEM [1]

(BASED ON CHAPTERS III & IV)

Field Name	Field Size
Student Number	11
Student Name (family name, given name, initial)	30
Sex	1*
Racial or Ethnic Group	2*
Date of Birth	6*
Evidence Verifying Date of Birth	2*
Place of Birth	3*
Fluency with English	1*
Name of Male Parent	30
Relationship to Student	2*
Home Telephone Number of Male Parent	7
Name of Female Parent	30
Relationship to Student	2*
Home Telephone Number of Female Parent	7
Responsible Adult of Domicile	30
Telephone Number of Responsible Adult	7
Street Address of Student	20
City of Student Residence	15
State of Student Residence	2
Zip Code of Student Residence	5
Telephone Number of Student	7
Residency Status	2*
Special Physical, Health, and Sensory Characteristics (two positions per code)	8*
Immunization Code (two positions per code)	20*
Name of Person to be called in emergency	30
Telephone Number of Person to be called in emergency	7
Emergency Factor Code (two positions per code)	6*
Physician's Name	30
Physician's Telephone Number	7
Standardized Test Information	52
There is provision for maintaining four test records, each having the same format:	
Test identification number	3
Form of administration	1*
Date administered	6
Test results	3
Special Mental and Psychological Characteristics (two positions per code)	8*

Field Name	Field Size
Date of Entry	6
Type of Entry	2*
Name of School Previously Attended	20
Address of School Previously Attended	20
Grade Entered	2*
Location of Instruction	1*
Type of Class	1*
Full Time/Part Time Status	1*
Special Program Modification	2*
Number of Days of Attendance	3
Number of Days of Absence	3
Type of Withdrawal	2*
Date of Withdrawal	6
Reason for Discontinuing School	2*
School or System to Which Student Transfers	30
Course Information (current semester only)	72
There is provision for maintaining eight course records, each having the same format:	
Course number	3
Credits	1
Semester	1
Year	2
Mark	2
Credits Received Prior to Current Semester	4
Transportation Status of Student	1*
Eligibility for Transportation at Public Expense	1*
Distance Transported	3
Qualification for State Transportation Aid	1*
Schoolbus Route Number	3
Bus Stop Identification	2
Special Educational Programs	40
There is provision for eight Federal, State, or other special programs:	
Program code	3
Eligible	1*
Participating	1*
Tuition Status	1*

* Codes as indicated in Chapter IV.

[1] For disk or tape oriented system.

Figure A-14

ILLUSTRATIVE DIAGRAM FOR DATA BASE MANAGEMENT

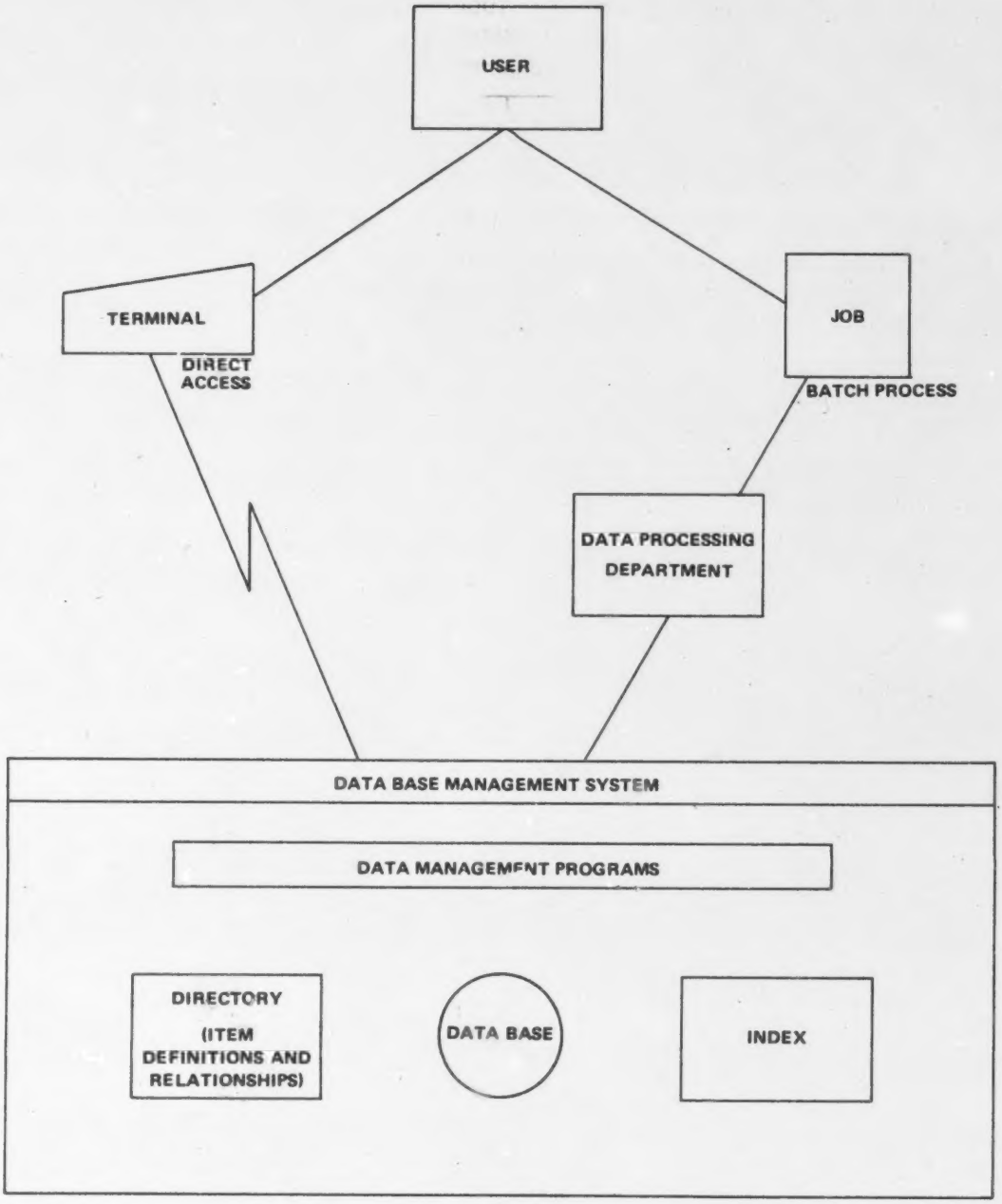
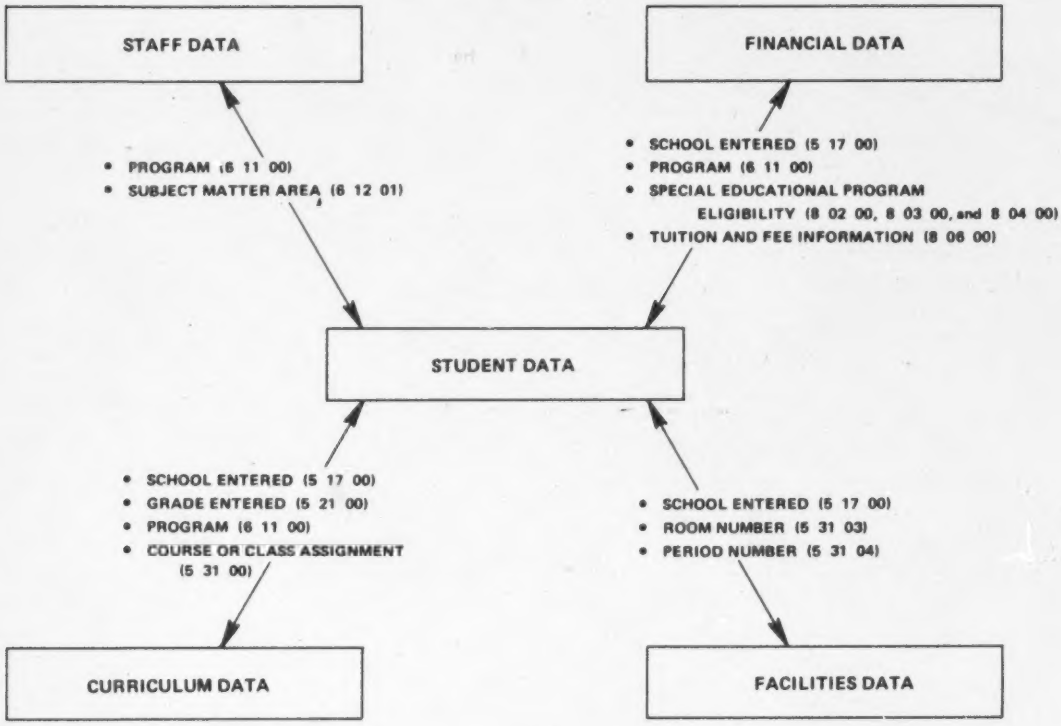


Figure A-15

ILLUSTRATION OF SOME COMMON DATA IN THE STUDENT DATA FILE AND OTHER DATA FILES*



* This is illustrative only, and does not include all items which should be common to two or more files.

Appendix B

RECORDS AND REPORTS ABOUT STUDENTS

Records and reports about students are defined and described in this appendix. Items of student information also are described, and illustrative information items and "measures" are presented for several areas of student information. Student records and reports may be useful in numerous educational functions and services, as is illustrated in appendix C.

A *student record,* as defined for use in this handbook, is information about one or more students which is kept on file for a period of time in a classroom, school office, school system office, or other approved location. Frequently, the student record is intended for the use of the person or office maintaining the record. Thus, the record of an individual may be maintained in one central location for the convenience of all persons requiring access to the record, or it may be maintained in several locations according to use, user, and convenience of storage facilities. Portions of the record may even be maintained outside the school, as is the case where student health records are kept by the local public health service.

Items of student information, as identified and defined in chapters III and IV, serve as the basis for student records. Other items, in addition to those defined in this handbook, may be included in a student information system as is necessary to meet local or State needs.

Entries in student records should indicate the date of occurrence, the date on which a condition is observed, the date on which the information is recorded, and/or the reporting period to which the information pertains. As new information becomes available and as changes occur in the status or characteristics of an individual student, appropriate entries should be made in his record in order to keep the record current. The file of student data should be reviewed on a periodic basis, with outdated, inaccurate, and unneeded data being discarded.

Some information in student records is of a confidential nature. When such information concerns individual students, it should be made available only through professional personnel trained in its interpretation and in accordance with guidelines such as those presented in chapter II. When this information is summarized for general reporting or research purposes, it should not be identifiable with any specific individual.

A *student report,* as defined for use in this handbook, is a collection of information about one or more students which is prepared by a person, unit, or organization usually for the use of some other person, unit, or organization. Most reports about an individual student or groups of students are based upon information obtained from the records of individual students.

The items of information in a student report sometimes provide information about individuals, as in response to questions regarding names of students having specific aptitudes or abilities. More often, however, such items are combined with the same items concerning other students to indicate *the number of students* having particular status or characteristics. Thus, reports about students usually summarize data.

Information about a student or a group of students can be used for reporting purposes when it includes: (1) a designation of the reporting unit, (2) the time factor (date or period applicable), and (3) one or more items of student information.

Definitions for many of the terms listed below in this appendix may be located through the index or inferred from items in chapter IV.

REPORTING UNIT IDENTIFICATION

Items of student information are used to help identify an individual or a group, to present measures or other information about an individual or a group, or both.

Information about the *reporting unit* includes the nature and location of the unit submitting the report:

Unit reporting
- State
- Intermediate administrative unit
- Local school system
- School

Administration of school or school system
- Public school or school system
- Nonpublic school or school system
- Teacher education institution not included above.

TIME FACTORS

Time factors include the following types of information:

Date
- Reporting period or date

Division of school year (and date)
- Regular school term
- Summer school term
- Marking period or semester

Division of schoolday
- Full-day session
- Half-day session
- Curtailed session
- Double session
- Extended-day sessions

Time of day
- Daytime
- Late afternoon and/or evening

STUDENT IDENTIFICATION ITEMS

Items of information used for identification purposes identify all members of a student group through personal characteristics, status, and performance. These items also may be used to set up and maintain a continuing school census record. Among such items are the following:

Personal characteristics
- Date of birth (or age)
- Sex
- Type of special condition or characteristic, if any
- Racial or ethnic group

School status of student
- Location of student's legal residence
- Instructional organization entered
- Grade entered (including ungraded)
- Time status: part-time or full-time (or full-time-equivalent enrollment)

Residency status of student
- Resident
- Nonresident

Identification of student's course(s)
- Subject-matter area or major discipline
- Special student group for which course is designed
- Descriptive course title
- Credits (units of value) or clock-hours
- Principal medium of instruction

MEASURES FOR STUDENT GROUPS

In addition to identification items, other items of student information contain needed data about individual students and groups of students. Some of these items—containing terms such as "number of," "aggregate," or "membership"—are *measures* of size or quantity. Other items, obtained by computations involving more than one item of information, provide a basis for rough comparisons among administrative units by eliminating factors of quantity or size. These items frequently contain terms such as "average," "percentage," and "ratio." A rather extensive list of illustrative examples follows.

Census and Residence Information
- Number of resident children
- Average number of children per school district
- Average number of children per attendance area
- Resident children per square mile
- Number of resident students
- Students per square mile
- Number of students in institutions for delinquent children
- Number of students in institutions for neglected children

Student Characteristics Information
- Average age of students
- Median age of students
- Number of students identified as having sensory and/or physical handicaps
- Number of students identified as mentally retarded
- Number of students identified as seriously emotionally disturbed
- Number of students identified as socially maladjusted
- Number of students by racial or ethnic group

Entry and Reentry Information
- Number of original entries
- Number of entries from other States
- Percentage of school-age population in public (or nonpublic) elementary and secondary schools
- Percentage of age group in all schools
- Percentage of age group in public schools
- Percentage of age group in nonpublic schools
- Percentage of total membership being provided appropriate special education (by type of special characteristic)

Percentage of children with special characteristics in special groupings and/or special schools, by special characteristic
Number of different students entering a given school
Number of school-age children not in school (by reason for not entering)

Membership Information

Aggregate days membership
Average daily membership (ADM)
Membership as of a given date
Percentage of change in membership from previous year
Excess membership in public schools
Percentage of total excess public school membership
Average membership per school
Membership in special groupings and/or special schools
Enrollment in both special education and regular classes
Aggregate days attendance
Average daily attendance (ADA)
Attendance as of a given date
Percentage of attendance
Average daily absence
Percentage of absence

Withdrawal Information

Annual withdrawal rate
Number (or percentage) of students withdrawing, by type of withdrawal
Number (or percentage) of students discontinuing school, by:

- reason for discontinuing
- residence after discontinuing
- age
- sex
- highest grade completed
- racial or ethnic group
- area of specialization
- specific courses completed
- average of marks for all courses, or specific marks in given courses
- score on given standardized tests
- number of times retained (or not promoted)
- number of absences
- specific activities in which student participated
- years of education of parents
- occupation of parents
- residency status
- State, county, district, or school from which student entered

Student-Staff Ratios

Teachers per 1,000 students in average daily membership
Student-teacher ratio (as of a given date)
Student-teacher ratio (for a period of time)
Student-instructional staff ratio (for a period of time)
Student-counselor ratio (as of a given date)
Student-counselor ratio (for a period of time)
Counselors per 1,000 students in average daily membership
Counselors per 1,000 students in average daily attendance
Student-psychologist ratio (as of a given date)
Student-psychologist ratio (for a period of time)
Student-social worker ratio (as of a given date)
Student-social worker ratio (for a period of time)
Library services staff per 1,000 students in average daily attendance
Student-library services staff ratio (as of a given date)
Number of library/media assignments per 1,000 students in average daily membership
Number of library/media assignments per 1,000 students in average daily attendance
Student-school administrator ratio (as of a given date)
Student-school administrator ratio (for a period of time)
Administrative staff per 1,000 students in average daily membership
Student-administrative staff ratio (as of a given date)
Professional educational staff per 1,000 students in average daily membership
Student-professional educational staff ratio (as of a given date)
Student-professional educational staff ratio (for a period of time)
Technical staff per 1,000 students in average daily membership
Student-total staff ratio (as of a given date)
Student-total staff ratio (for a period of time)
Total staff per 1,000 students in average daily membership

Class Size

Average class size (by type of class)
Average class size (by subject-matter area or discipline)
Maximum class size
Minimum permissible class size
Range of class sizes

Student Performance Information

Number of students completing a grade
Percentage of students making normal progress
Percentage of students promoted
Number of students advanced at an accelerated rate
Number of students not promoted (or retained)
Percentage of students not promoted (or retained)
Number of students completing high school
Number of students graduating from high school
Percentage of high school graduates who completed courses in various subject-matter areas
Percentage of students currently members of classes in various subject areas
Number of students taking a given course
Percentage of students participating in various activities

Student-Finance Information

Annual current expenditures per student in ADA
Annual current expenditures per student in ADM
Current expenditures per student per day (ADA)
Current expenditures per student per day (ADM)

Tuition and Special Assistance Information

Number of students for whom tuition is paid by another school or school system to the reporting unit (See **Unit reporting** on page 165.)
Number of students for whom tuition is paid by the reporting unit to another school or school system
Number of students receiving tuition assistance

Student-Property Information

Students per acre
Student capacity of school plant
Excess membership in public schools
Percentage of total excess public school membership
Per student cost of a building

Student Transportation Information

Number of students transported to and from school at public expense
Average daily membership of students transported
Average number of students transported
Percentage of students transported at public expense
Percentage of transported students riding a given distance
Percentage of transported students riding a given time
Average transportation cost per student transported
Number of students receiving room and/or board in lieu of transportation

School Lunch Information

Average daily number of students participating in national lunch and/or breakfast programs
Number of students whose families fall within U.S. Department of Agriculture income poverty guidelines
Percentage of participation in national school lunch program
Percentage of participation in national school breakfast program
Estimated number of students in a specified participating school who are eligible for free or reduced-price Type A lunches under the approved eligibility standards for such lunches

Appendix C

ILLUSTRATIVE USES OF INFORMATION ABOUT STUDENTS

The justification for an information system involving student data lies in the effective utilization of these data. Any system for collecting, organizing, and maintaining student data is a mere exercise—a needless expenditure of effort—unless these data serve their intended purposes.

This handbook is concerned with items of information which may be put to profitable use in providing optimum educational experiences for students. These uses of student data may be classified as:

- Curricular and instructional uses
- Student services uses
- Administrative uses
- Research and evaluation uses

These categories are outlined in figure C-1. They are discussed briefly in the pages of this appendix.

Care must be exercised in planning for the use and dissemination of data about any student to assure that these data will help the student and not hinder or harm him.

In related portions of this handbook, student records and reports are defined and described in appendix B. Major considerations in developing, managing, and protecting student records are discussed in chapter II. Principles and guidelines for the design of student information systems are incorporated in appendix A.

CURRICULAR AND INSTRUCTIONAL USES

The recent educational press toward accountability has significantly increased the use of student data in the instructional program. Good instructional leaders have always used student data throughout the instructional process as well as in planning the curriculum.[1] However, the use of student data is increasingly

[1] In general terms, Handbook VI states that: ". . .*Curriculum* is *what is taught* and *instruction* is *how it is taught*." See chapters 1 and 2 of Handbook VI for a model of curriculum and instruction, and for a discussion of the collection and use of information about curriculum and instruction.

Figure C-1.--Illustrative Uses of Student Information

1. CURRICULAR AND INSTRUCTIONAL USES
   - A. CURRICULAR USES
   - B. INSTRUCTIONAL USES
2. STUDENT SERVICES USES
   - A. GUIDANCE SERVICES
     - (1) Individual and group counseling
     - (2) Student appraisal
     - (3) Information services
     - (4) Cumulative records
     - (5) Educational and occupational advisement and placement
     - (6) Follow-up and evaluation services
   - B. HEALTH SERVICES
   - C. SCHOOL PSYCHOLOGICAL SERVICES
   - D. SPEECH PATHOLOGY SERVICES AND AUDIOLOGY SERVICES
   - E. SCHOOL ATTENDANCE AND SOCIAL WORK SERVICES
     - (1) Attendance services
     - (2) School social work services
   - F. SPECIAL SERVICES FOR HANDICAPPED STUDENTS
3. ADMINISTRATIVE USES
   - A. INTERNAL REPORTS
     - (1) Facilities and staff reports
     - (2) Program management, projections, and budgets
     - (3) Staff performance reports
     - (4) Reports to the community
     - (5) Student services reports
     - (6) Financial aid
     - (7) Food services
     - (8) Transportation services
     - (9) Housing services
     - (10) Student scheduling
   - B. EXTERNAL REPORTS
     - (1) Regular State aid reports
     - (2) Special State aid reports
     - (3) Membership data
     - (4) Transfer of records
     - (5) Enrollment projections
     - (6) School census
4. RESEARCH AND EVALUATION USES

important in improving curriculum and instruction due to the increasing emphasis on the clarification of instruction objectives, the identification of individual learning needs, the monitoring of instructional delivery systems, and the careful evaluation of the effectiveness of such systems in achieving the objectives.

Curricular Uses. When curriculum specialists set out to appraise and/or improve a given segment of the curriculum, they first consider the nature of the students for whom the curriculum is planned and the nature of the community in which the curriculum is offered, as well as the subject-matter content of the curriculum area considered. Student data can be of great assistance. For example, data about membership, attendance, and family may help identify both general and specific curricular needs. Scores from tests (including mastery tests and criterion-referenced tests) are helpful in determining types of experiences and materials to be included in the curriculum and in grouping students according to their needs, abilities, and interests. Physical health information may provide clues regarding the breadth of experiences and materials to be offered. Achievement information from previous educational experiences may give additional clues for both the types and the breadth of such materials and experiences.

After a curriculum segment or unit has been tried—that is, after the students have participated in the experiences or used the materials—instructional personnel may use student data to help assess the outcomes of the unit, as is indicated below.

Instructional Uses. The careful planning of the curriculum provides for classroom teachers to begin an instructional activity with due consideration for information from the student data system. As the instructional activity progresses, the need for additional input of student data becomes apparent. Some students have needs which are atypical, and curricular materials which have been prepared for the total group may not be appropriate for them. Careful consideration of such data as test results, previous achievement data, anecdotal records, and health data may give clues as to what changes need to be made so that curricular experiences can have significant meaning for these students too.

Each educator involved in the instructional process should continually monitor the experiences of his students to determine whether they are getting appropriate learning opportunities from their curricular experiences. When it become evident from the analysis of student data that some students are not profiting maximally from these experiences, suitable changes can be made (based on an interpretation of student data) to alleviate or remedy the situation.

STUDENT SERVICES USES

Student data used for student services (or pupil personnel services) can be classified according to service area:

- Guidance services
- Health services
- School psychological services
- Speech pathology services and audiology services
- School attendance and social work services
- Special services for handicapped students

Each of these services plays a dual role in a student data system by using student data to provide its service and, at the same time, by generating or obtaining data needed for student records.

Guidance Services. Guidance services include individual and group counseling; student appraisal; information services to student, parents, and educators; educational and occupational placement; and followup and evaluation services. Each of these services makes extensive use of student data.

Individual and Group Counseling. Counseling involves a professionally trained guidance person working with an individual student or with a group of students in an accepting, confidential relationship to aid them in solving their normal educational, career, personal, and social development problems. Assisting students with their normal developmental problems requires guidance personnel to obtain thorough knowledge of each student through a close study of various elements of the student record.

Guidance personnel also may provide counseling for parents and consultant service to staff members regarding both general guidance services provided by classroom teachers and assistance with problems of individual students.

Student Appraisal. The appraisal of student characteristics and performance is important to assessing the relevance and effectiveness of curriculum and instruction, to planning elements of the curriculum, and to guiding students in career and personality development. School and nonschool performance data and

standardized test results are required by guidance personnel in this endeavor.

Information Services. Guidance personnel have traditionally been looked upon as those educators who are fully informed about school and related programs, and about the relationship of those programs to characteristics of the student body. Thus, these personnel obtain and disseminate appropriate educational, occupational, personal, and social information to individual students and groups, directly and indirectly.

Maintenance and Interpretation of Cumulative Records of Individual Students. Another important function of guidance personnel is serving as compiler, custodian, updater, and interpreter of student cumulative records, which usually contain selected data about personal identification, health, family, school performance, standardized tests, and membership and attendance.

Educational and Occupational Advisement and Placement. Guidance services may provide help to students by aiding them in securing appropriate educational direction while in school, and by helping them secure appropriate vocational placement while in membership and after leaving school.

Guidance personnel are concerned that a student be so placed within the school setting that he may profit maximally from his school experiences. Since students differ so widely in their ability to achieve in school, guidance personnel should identify any special needs and help students take advantage of special programs available for the atypical, such as programs for mentally, physically, and/or emotionally handicapped students; for the socially maladjusted; for educationally deprived students; for the gifted and talented; and for students from impoverished families. In addition to these special programs, guidance personnel should also be aware of all possibilities within the regular school program, because many students require special attention and services even though their educational needs might be said to fall within the normal range.

Vocational placement has long been a concern of the school and, more recently, of the guidance department. Guidance in placement of students in jobs while attending school is seen as an important part of their career development. Vocational placement for students after they complete their schooling also is important, with staff members endeavoring to place each student in a job which offers entry-level access to a meaningful life work or career. The successful execution of these services requires data inputs about personal characteristics, health, psychological tests and behavior, and school and nonschool performance.

Followup and Evaluation Services. Guidance personnel in some schools provide a follow-up service, by investigating the academic and occupational performance of former students and reporting back to the school staff with suggestions and recommendations for appropriate changes in the school program.

Followup activity entails using student data in a unique way. Data are gathered which can be characterized as post-school data in the sense that they are gathered from the next level of student activity (whether that be a job or higher-level schooling) after the student has left the school. These followup data are studied in relation to data from the student's record file—for example, identification, psychometric, and achievement or performance data. Conclusions are sought regarding the suitability of the student's educational experience while at his former school. These conclusions may provide insights into possible ways in which the school might improve curricular offerings.

Health Services. The health services of a school may include medical, dental, psychiatric, and nursing services. They have a preventive responsibility emphasizing appraisals of individual and group health conditions, immunization programs, and contributions to health instruction within the school.

Health personnel and teachers consult student records continually for clues to health problems which have the potential to interfere with the students' functioning in school. Health appraisals and physical examinations are scheduled to provide a portion of these data.

Immunizations are a major component of the health personnel's prevention program. Information recorded in the student data system regarding immunizations help health personnel determine needs for immunization programs.

Most school systems emphasize aspects of health education at various grade levels. While major responsibility for this program belongs with instructional personnel, the contribution of health personnel is often very important. By consulting student records and with knowing about the physical developmental stages of students, health personnel can make major contributions to the curriculum regarding specific health problems based upon students' age, previous health records, and data from local community health agencies.

The health services noted above are concerned primarily with the identification and prevention of mental and physical health problems of students.[2] In health emergencies, health personnel consult student records for data regarding the physician and hospital desired, parents to be notified, and other pertinent information. Records regarding accidents creating health or physical emergencies are carefully maintained in the student records system (apart from student cumulative records) so that the probability of repetition of an accident can be studied and steps taken to avoid any such repetition; so that the conditions of related future incidents (involving the same child, teacher, part of the building, or equipment) can be related to this incident for study and recommendation; so that all concerned—parent, teacher, child, and others—can be helped to understand what occurred; and so that information needed for insurance purposes will be available.

School Psychological Services. School psychological services include the activities of administering psychological tests, interpreting the results of psychological tests, working with other staff members in planning to meet the special needs of students as indicated by psychological tests, and planning and managing a program of psychological counseling for the school or school system. School psychologists are specifically trained to diagnose needs and prescribe activities for students having special learning problems. They work closely with teachers and other instructional personnel in developing educational programs both for students in special educational programs (e.g., in a special program for the mentally or orthopedically handicapped) and for students in regular programs whose learning problems are not of sufficient severity to qualify for special education but whose educational needs are not met adequately by existing educational programs.

The school psychologist provides data to his fellow educators and to appropriate concerned agencies about the nature, extent, and significance of atypical characteristics and needs of individual students. He incorporates data from his examinations into the student's record, and he uses student data as he seeks clues about the problems and needs of individual students and as he develops an appropriate educational program to meet these needs. In this work, the psychologist consults diagnostic reports, school achievement patterns, health records, and other data as he obtains information enabling the teaching staff to modify curriculum content and instructional methods according to the needs of students.

Speech Pathology Services and Audiology Services. The purpose of speech pathology services and audiology services is to identify, assess, and treat children with speech, hearing, and language impairments. Personnel having these responsibilities use data from auditory and/or speech tests, medical data, and data regarding school performance, psychological tests, behavior, and family.

School Attendance and Social Work Services. School attendance and social work or "visiting teacher" services include those activities which have as their purpose the improvement of the attendance of students at school and the performance of school social work activities dealing with home, school, and community problems of students.

Attendance Services. Most States have compulsory school attendance laws. Responsibility for enforcing compliance with compulsory attendance laws and regulations usually falls on attendance services. Thus, the attendance function of student services goes far beyond simply reporting on student attendance. The assumption is that most children do attend school, and nonattendance is atypical behavior. Nonattendance in school for other than illness or other good reason may be a symptom of some other problem.

A system of student data from which attendance personnel can gather information regarding curricular and instructional needs of students (see pages 169 and 170) is a necessary first reference for those who are looking for clues regarding the relevance of school for a chronically absent student. In a similar way, health data are consulted when illness is thought to be a factor in absence; home and family data as well as anecdotal data are consulted when interpersonal problems are suspected as important; and home and family data are also carefully considered when economic factors seem to be interfering with attendance.

Finally, the attendance services personnel are concerned with persons, frequently referred to as "dropouts," who discontinue their schooling before gradua-

[2] School health services also serve an important function in relation to the school staff. The selection of teachers and of ancillary personnel (especially those in food services and transportation) is a concern of consequence generally involving health services in the attempt to determine: Can the busdriver see well enough to drive? Is the cook "clean?" Is the teacher tuberculous or alcoholic? Answers to such questions contribute to the well-being of the students and to the quality of their education.

tion or completion of their programs for any reason other than death. Discontinuance at the high school level is most commonly reviewed, but students who leave a practical nursing course at the community college or who withdraw from a pre-engineering curriculum at the junior college also merit careful attention. In both high schools and colleges, the school attendance officer or college counselor with attendance responsibilities consults student data for clues regarding those who may possibly drop out, long before such school leaving might actually occur. These data can and do play a major role in preventing early discontinuance by identifying potential dropouts and by suggesting measures for dropout prevention.

School Social Work Services. The school social worker is trained to use social work techniques in an educational setting. He relies heavily on student data to help him identify those students in need of his services. For example, data about family and health may suggest the importance of providing free lunch or breakfast to a student suffering from malnourishment. Anecdotal data might provide clues as to the need for the referral of a student to a child guidance clinic.

Special Services for Handicapped Students. School systems today, with few exceptions, provide special services and materials for students who are handicapped, such as flexible scheduling, special testing, special reading materials, and special transportation services. In addition, special funds may be available to improve the effectiveness of instruction. In vocational education, for example, a teacher may receive inservice education enabling him to converse with one or two deaf students by manual communication; or an interpreter may be employed to assist a teacher working with an entire class of deaf students.

In many school systems, special educational services incorporate coordinated inputs from various supporting services such as health, psychological, speech pathology, audiology, and social work. In this case, major responsibility for assisting the handicapped students is given to a special unit or division of the school system. In other school systems, major responsibility may rest in a unit such as the health services or psychological services. Their personnel assist in many ways, such as by coordinating the diagnosis of students' impairments, by interpreting for other educators the nature and significance of given handicaps, by helping teachers design special procedures and materials for handicapped students, and by helping students learn to adjust to their conditions. The importance of accurate, comprehensive student records in this work is evident.

ADMINISTRATIVE USES

Probably the greatest users of a student records system are educational administrators since a whole range of data uses is found in the normal duties of such administrators. They must prepare summaries of and extracts from the student data system as well as present and interpret such data to local educational staff members, news media, voting constituencies, and parents. They must summarize and prepare reports from such data for a wide variety of student assistance and service programs. They also must generate a series of reports mandated by governmental agencies.

Internal Reports. School administrators are required to provide many reports, summaries, and reviews of student data for the local board of education, the superintendent of schools, the school system public information officer, various school system committees, local news media, and community groups having an interest in school affairs.

Facilities and Staff Reports. Membership data combined with school census data enable school administrators to project school enrollments at various grade levels several years in advance. School administrators use such data in projecting school attendance areas, planning building programs, predicting staffing needs, and planning building utilization.

Program Management, Projections, and Budgets. The use of a student data system for projections, for budget building, and for program management depends upon combining such data with financial data, staff data, and facilities data. When these are combined, the school administrator can obtain data which allow accountability at building, department, grade, or even teacher levels as well as furnish definitive information for developing the budget.

Staff Performance Reports. The administrator, in these reports, again uses student data in conjunction with other data—with staff data, in this instance. From these data, the administrator is able to determine student-staff ratios, to ascertain the number of student contacts by each staff member, and to determine for performance and budget reports the breadth and extent to which teacher inputs are made to the learning experiences of students.

Reports to the Community. The unprecedented interest in matters affecting the education of American

students has created a similarly great demand for information about these students. Administrators ar finding that routine summaries of student data which formerly attracted little attention are now being discussed, analyzed, questioned, and interpreted by many people. Many administrators have capitalized on this interest by using careful interpretations of membership data, attendance data, enrollment projections, and census reports to help the public understand the situation in which school systems find themselves, as well as to provide channels through which the community can be helpful in school programs.

Student Services Reports. School administrators use the student records system to formulate many reports that can best be described as contributing to the student welfare within the school system. Such use by administrators should not be confused with student record use for purposes of the student services program. Rather, such use enables the school administrator to operate administrative programs on behalf of students. Illustrative of such reports are information items on withdrawal, as shown in appendix B on page 167.

Financial Aid. Individual students or groups of students may qualify for special types of financial assistance such as scholarships, grants, and loans. These financial aids are largely available to students in junior and community colleges although such aid to secondary- and elementary-level students is available, especially in nonpublic schools. School administrators are required to submit enrollment data, progress reports, and, sometimes, attendance data to help these students qualify for financial assistance.

Some school systems provide direct financial or other economic assistance to students and their families in the form of waived fees, free textbooks and supplies, free breakfast or lunch programs, free athletic equipment, and other supplies without charge. Educational administrators are required to prepare reports from student record systems which contain data concerning eligibility for such programs.

Food Services. The school lunch program at the elementary and secondary levels and the rather more extensive food services program at community or junior college level have long been an accepted part of educational services. The expansion of these programs in recent years to include breakfasts and other supplementary food especially for poor and undernourished students has markedly increased the scope of these programs. Data about local economic conditions, occupational status of parents, student health, and length of time transported are being used to verify the need for additional food services programs and to report on their impact. In any event, for purposes of administering programs providing free or reduced price breakfasts or Type A lunches, applications with information about the number of children in the family and annual family income generally are received at least annually.

Transportation Services. Transportation programs traditionally have included busing children who live considerable distances from their schools plus those whose atypical physical, mental, or emotional problems necessitate such busing (by consulting such identifying data as address and school attending), bus routing (from the same data sources), and utilization of busing (from attendance and membership records). Recently, as parents have requested a wider use of busing in many school districts and as outside agencies have requested or even mandated busing for a wide variety of reasons, student record systems have been used increasingly to help in providing and utilizing transportation services.

Housing Services. Student record systems contain much data necessary for planning housing services. This is especially true in community and junior colleges where utilization of housing services is more or less optional—sometimes used by a very few students and sometimes by a large majority. Data regarding students' home addresses along with class schedules and employment information can help an administrator make decisions about housing services.

Student Scheduling. One of the important uses of student data by school administrators is in student scheduling. By combining enrollment data with teacher data, the administrator is able not only to build a master schedule but also to build a schedule for each individual student. Master schedules are used primarily in the secondary school and the community or junior college; however, some elementary school administrators also use data to increase utilization of both staff and facilities. Recent expansions in course offerings at secondary and higher education levels, increased use of individualized instructional planning at the elementary level, and the wide-spread adoption of so-called modular scheduling in many high schools and middle schools make the use of such student data a frequent necessity. Such innovations could yield chaos without significant inputs from previous achievement data, test data, previous course selections, and identifying data.

External Reports. School administrators must submit reports about their school systems to various local, State, and Federal agencies. Much of this information is derived from the student records system.

Regular State Aid Reports. Student accounting data are used by public school administrators to generate reports submitted to State government officials for the purpose of qualifying the school district for tax-supported aid. These data sometimes represent enrollment data over a period of time, with transfers, graduates, and discontinuers noted; or they may present membership data as of a given date (e.g., fourth Friday of the school term). In either case the report is the basis upon which reimbursement to the local district is made by the State from tax revenues and is subject to State and/or local audit.

Special State Aid Reports. Many States reimburse local school districts with additional tax funds to meet the costs of providing special educational services to children having special educational needs. For example, the membership of a physically handicapped child in certain States entitles the local school district to an additional reimbursement (beyond that discusseed in Regular State Aid Reports above) equivalent to one additional membership. Similar additional reimbursement is provided by some States for children who are mentally retarded, emotionally distrubed, and/or atypical in other ways. In each of these instances, certification of the nature, extent, and significance of the disability is required in addition to the certification for membership discussed above. The school administrator responsible for these reports compiles this information from the student data system.

Membership Data. A comprehensive student information system generates a comprehensive membership report for the use of school administrators by establishing base line data from initial enrollment data and by updating with new data on admissions, attendance, and withdrawal. These data become the substance of reports submitted to funding and monitoring agencies where membership is an important factor.

Transfer of Records. A significant use of student data occurs when students move from one school, school system, or college to another, or progress from one school level to another. The timely communication of information about the student's performance, progress, and special considerations in the form of transcripts and other documents can be most helpful to the receiving school in properly placing and guiding their new member. In the students' best interest, responsibility for transferring records should be shared. For example, the high school has the responsibility for providing information to a college where a student indicates definite intention to enroll; similarly, the college has a responsibility for tracking down and obtaining needed data not in its files.

Enrollment Projections. Increasingly, external agencies are requesting that local school districts indicate the expected patterns of future enrollment as plans are developed, anticipating future needs for staff, facilities, and financing. School administrators use their student data systems as major means for obtaining projections of enrollments.

School Census. Many local schools and school systems take a school census annually, biennially, or less frequently. In some instances, these data are mandated by State law or regulation. Frequently, these data are furnished to State or Federal officials or to local administrators as a basis for enrollment projections, for recommendations for legislative action, for payment of some State funds, and for reports about building and staff needs.

RESEARCH AND EVALUATION USES

As accountability in education becomes an ever-increasing demand by taxpayers, the role of research and evaluation takes on greater significance. Both informal and formal evaluation of the curriculum is imperative if its effectiveness is to be assessed and recommendations made for its improvement. Research and evaluation are important also in the areas of student services and in the day-to-day administration of school systems.

Student record systems contain much data which by themselves and in combination with other data can make significant inputs to the neeeds of students, delivery systems especially suited for these needs, and procedures which might appropriately evaluate the effects of such systems. For example, membership data (including data on reentries, transfers, and discontinuers or dropouts), enrollment projections, and student-staff ratios yield to the researcher clues for programs which may have a significant impact on education.

Similarly, student data in the form of achievement records, test scores, health records, socio-economic data, and information on personal characteristics, educational plans, and vocational objectives help the researcher identify appropriate changes in curricular areas, suggesting how new curricular offerings might benefit students and which curricular offerings or

instructional techniques can not longer be justified in the educational experiences schools offer.

Desirable modifications in school safety procedures and in the content of instruction may be recognized following an analysis of data such as causes of school-related injuries (e.g., fall on playground, assault by other student, injury in physical education class or interscholastic athletics, and schoolbus accident) and the causes of student deaths (e.g., automobile accident, drug overdose, drowning, and struck by automobile en route to school).

The function of the researcher is to work cooperatively with persons actively engaged in the areas of curriculum, instruction, student services, and administration to monitor the effectiveness of existing programs and services and to point the way toward improvement in these areas. The contribution of a student data system to these functions is basic.

As indicated in the above paragraphs, all major classifications of student information items are required by the various school staff members for the effective performance of their work.

Appendix D

STATES OF THE UNITED STATES WITH THEIR ASSIGNED CODES*

NAME	ABBREVIATION	CODE	NAME	ABBREVIATION	CODE
ALABAMA	AL	01	MISSOURI	MO	29
ALASKA	AK	02	MONTANA	MT	30
ARIZONA	AZ	04	NEBRASKA	NE	31
ARKANSAS	AR	05	NEVADA	NV	32
CALIFORNIA	CA	06	NEW HAMPSHIRE	NH	33
COLORADO	CO	08	NEW JERSEY	NJ	34
CONNECTICUT	CT	09	NEW MEXICO	NM	35
DELAWARE	DE	10	NEW YORK	NY	36
DISTRICT OF COLUMBIA	DC	11	NORTH CAROLINA	NC	37
FLORIDA	FL	12	NORTH DAKOTA	ND	38
GEORGIA	GA	13	OHIO	OH	39
HAWAII	HI	15	OKLAHOMA	OK	40
IDAHO	ID	16	OREGON	OR	41
ILLINOIS	IL	17	PENNSYLVANIA	PA	42
INDIANA	IN	18	RHODE ISLAND	RI	44
IOWA	IA	19	SOUTH CAROLINA	SC	45
KANSAS	KS	20	SOUTH DAKOTA	SD	46
KENTUCKY	KY	21	TENNESSEE	TN	47
LOUISIANA	LA	22	TEXAS	TX	48
MAINE	ME	23	UTAH	UT	49
MARYLAND	MD	24	VERMONT	VT	50
MASSACHUSETTS	MA	25	VIRGINIA	VA	51
MICHIGAN	MI	26	WASHINGTON	WA	53
MINNESOTA	MN	27	WEST VIRGINIA	WV	54
MISSISSIPPI	MS	28	WISCONSIN	WI	55
			WYOMING	WY	56

NOTE: The following codes are reserved for possible future use in identifying American Samoa (03), Canal Zone (07), Guam (14), Puerto Rico (43), and Virgin Islands (52).

*SOURCE: *Federal Information Processing Standards Publication 5-1,* National Bureau of Standards, June 15, 1970.

Appendix E*

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)

NAME	CODE	SCOPE NOTE
AFGHANISTAN	AF	
ALBANIA	AL	
ALGERIA	AG	
AMERICAN SAMOA	AQ	U.S. territory in the Pacific.
ANDORRA	AN	
ANGUILLA	AV	U.K. dependency.
ANGOLA	AO	Portuguese overseas province: includes exclave of Cabinda.
ANTARCTICA	AY	The U.S. does not recognize sovereignty, but territorial limits may be noted by listing the unclaimed sector and the claimed sectors: Argentina, Australia, Chile, France, New Zealand, Norway, and the United Kingdom.
ANTIGUA	AC	U.K. associated state: includes Barbuda and Redonda.
ARGENTINA	AR	
ASHMORE AND CARTIER ISLANDS	AT	Australian territory.
AUSTRALIA	AS	Includes Macquarie Island.
AUSTRIA	AU	
BAHAMAS	BF	Excludes Turks and Caicos Islands which is a U.K. colony.
BAHRAIN	BA	
BANGLADESH	BG	
BARBADOS	BB	
BELGIUM	BE	
BELIZE	BH	U.K. colony.
BERMUDA	BD	U.K. colony.
BHUTAN	BT	
BOLIVIA	BL	
BOTSWANA	BC	
BOUVET ISLAND	BV	Norwegian territory.
BRAZIL	BR	Includes Atol das Rocas, Arquipelago de Fernando de Noronha, Ilha da Trinidade, Ilhas Martin Vaz, and Penedos de Sao Pedro e Sao Paulo.

*SOURCE: *Federal Information Processing Standards Publication 10,* National Bureau of Standards, 1970. Modified June 1974.

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes. (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
BRITISH INDIAN OCEAN TERRITORY	IO	Colony: includes Chagos Archipelago, Farquhar Atoll, Aldabra Islands, and Ile Desroches.
BRITISH SOLOMON ISLANDS	BP	U.K. Protectorate: Includes southern Solomon Islands, primarily Guadalcanal, Malaita, San Cristobal, Santa Isabel, Choiseul. Northern Solomon Islands constitute part of Papua New Guinea.
BRITISH VIRGIN ISLANDS	VI	Officially, Colony of the Virgin Islands: includes Anegada, Jost Van Dyke, Tortola, and Virgin Gorda.
BRUNEI	BX	U.K. protected state.
BULGARIA	BU	
BURMA	BM	
BURUNDI	BY	
CAMBODIA	CB	Officially: Khmer Republic.
CAMEROON	CM	
CANADA	CA	
CANAL ZONE	PQ	Territory in Panama leased by U.S.
CANTON AND ENDERBURY ISLANDS	EQ	Under common U.S.-U.K. administration.
CAPE VERDE	CV	Portuguese overseas province: includes Boa Vista, Brava, Fogo, Maio, Sal, Santo Antao, Sao Nicolau, Sao Tiago, and Sao Vicente.
CAYMAN ISLANDS	CJ	U.K. dependency: includes Grand Cayman, Cayman Brac, and Little Cayman.
CENTRAL AFRICAN REPUBLIC	CT	
CHAD	CD	
CHILE	CI	Includes Easter Island, Islas Juan Fernandez, Islas San Felix, and Isla Sala y Gomez.
CHINA, PEOPLES REPUBLIC OF	CH	Includes Hainan Island, Inner Mongolia, Manchuria, Sinkiang, and Tibet.
CHINA, REPUBLIC OF	TW	Present administration includes island of Taiwan (Formosa) and P'eng-hu (Pescadores) as well as small islands along the mainland coast.
CHRISTMAS ISLAND	KT	Australian dependency in the Indian Ocean.
COCOS (KEELING) ISLANDS	CK	Australian dependency.
COLOMBIA	CO	Includes San Andreas y Providencia, Isla de Malpelo, Roncador Cay, and Serrana and Serranilla banks.
COMORO ISLANDS	CN	French overseas territory: includes Anjouan, Grande Comore, Mayotte, Moheli, and other smaller islands.
CONGO	CF	
COOK ISLANDS	CW	New Zealand associated state: includes the atolls of Danger, Manahiki, Penrhyn, and Rakahanga which the U.S. claims.

Table 1—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
CORAL SEA ISLANDS TERRITORY	CR	Australian territory: includes Cato Island and Diamond, Coringa and Willis islets.
COSTA RICA	CS	Includes Cocos Island.
CUBA	CU	
CYPRUS	CY	
CZECHOSLOVAKIA	CZ	
DAHOMEY	DM	
DENMARK	DA	Includes Bornholm island.
DOMINICA	DO	U.K. associated state.
DOMINICAN REPUBLIC	DR	
ECUADOR	EC	Includes Galapagos Islands (Archipielago de Colon).
EGYPT	EG	
EL SALVADOR	ES	
EQUATORIAL GUINEA	EK	Comprises Rio Muni and the islands of Macias Nguema Biyogo, Pagalu, Corisco, and Elobeys.
ETHIOPIA	ET	
FAEROE ISLANDS	FO	Part of the Danish realm.
FALKLAND ISLANDS (ISLAS MALVINAS)	FA	U.K. colony claimed by Argentina: includes West Falkland, East Falkland, South Georgia, and South Sandwich islands.
FIJI	FJ	Includes Viti Levu, Vanua Levu, and Rotuma islands.
FINLAND	FI	
FRANCE	FR	
FRENCH GUIANA	FG	Overseas department.
FRENCH POLYNESIA	FP	Overseas territory: includes the Society Islands, Tuamotu Archipelago, Marquesas Islands, the Iles Australes and Clipperton Island.
FRENCH SOUTHERN AND ANTARCTIC LANDS	FS	Overseas territory: includes Amsterdam, St. Paul, Kerguelen, and Crozet islands. Terre Adelie (French claimed-sector of Antarctica) is not included in this entity but rather, see ANTARCTICA. The U.S. does not recognize sovereignty in Antarctica, therefore Terre Adelie is excluded from this entity.
FRENCH TERRITORY OF AFARS AND ISSAS	FT	Overseas territory.
GABON	GB	
GAMBIA	GA	
GAZA STRIP	GZ	Part of former Palestine mandate: includes city of Gaza and environs bounded by the Mediterranean, Egypt and Israel.

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
GERMAN DEMOCRATIC REPUBLIC	GC	
GERMANY, BERLIN	WB	Includes for data purposes only the American, British and French sectors. Data on East Berlin (the Soviet sector) is included within the statistical material for German Democratic Republic.
GERMANY, FEDERAL REPUBLIC OF	GE	
GHANA	GH	
GIBRALTAR	GI	U.K. colony.
GILBERT AND ELLICE ISLANDS	GN	U.K. colony, which includes the Gilbert Islands, Ellice Islands; Fanning Atoll and Washington Island in the Line Islands; Ocean Island; and those islands claimed by the U.S.: Christmas, Caroline, Flint, Malden, Starbuck, and Vostok in the Line Islands; Funafuti, Nukufetau, Nukulailai, and Nurakita in the Ellice Islands; and Birnie, Gardner, Hull, McKean, Phoenix and Sydney in the Phoenix Islands.
GREECE	GR	
GREENLAND	GL	Danish dependency.
GRENADA	GJ	Includes the southern Grenadine islands.
GUADELOUPE	GP	French overseas department: includes Grande-Terre, Basse-Terre, Iles des Saintes, Iles de la Petite Terre, La Desirade, Ile Saint-Barthelemy, Marie-Galante and northern St. Martin.
GUAM	GQ	U.S. territory.
GUATEMALA	GT	
GUINEA	GV	
GUYANA	GY	
HAITI	HA	
HEARD ISLAND AND McDONALD ISLANDS	HM	Australian territory.
HONDURAS	HO	Includes Swan Islands.
HONG KONG	HK	U.K. colony.
HUNGARY	HU	
ICELAND	IC	
INDIA	IN	Includes the Amindivi, Laccadive, Minicoy, Andaman, and Nicobar islands. Also de facto: Goa, Damao, Diu, and Indian administered Jammu and Kashmir. Excludes Sikkim and Bhutan.
INDONESIA	ID	Includes Irian Jaya (West New Guinea).
IRAN	IR	
IRAQ	IZ	

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
IRAQ-SAUDI ARABIA NEUTRAL ZONE	IY	
IRELAND	EI	Excludes Northern Ireland.
ISRAEL	IS	Within the armistice lines of 1949 and 1950.
ISRAEL-JORDAN DEMILITARIZED ZONES	IW	Includes the no-mans-lands between Israel and Jordan; the Area-between-the-Lines (ABL) in and around Jerusalem; and Mt. Scopus enclave created by the 1949 armistice agreement.
ISRAEL-SYRIA DEMILITARIZED ZONES	IU	Includes the three demilitarized zones created by the 1949 armistice agreement.
ITALY	IT	
IVORY COAST	IV	
JAMAICA	JM	Includes Morant Cays and Pedro Cays.
JAN MAYEN	JN	Norwegian territory.
JAPAN	JA	Includes Ryukyu, Bonin, and Volcano islands, and the islands of Minami-Tori-shima, Nishino-shima, and Okino-Tori-shima.
JOHNSTON ATOLL	JQ	U.S. territory.
JORDAN	JO	
KENYA	KE	
KOREA, NORTH	KN	Also known as "Democratic People's Republic of Korea." Regime not recognized by the U.S.
KOREA, REPUBLIC OF	KS	
KUWAIT	KU	
LAOS	LA	
LEBANON	LE	
LESOTHO	LT	
LIBERIA	LI	
LIBYA	LY	
LIECHTENSTEIN	LS	
LUXEMBOURG	LU	
MACAO	MC	Portuguese overseas province.
MADAGASCAR	MA	Officially, Malagasy Republic.
MALAWI	MI	
MALAYSIA	MY	
MALDIVES	MV	
MALI	ML	
MALTA	MT	

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
MARTINIQUE	MB	French overseas province.
MAURITANIA	MR	
MAURITIUS	MP	Includes Rodrigues and Agalega islands and Cargados Carajos Shoals.
MEXICO	MX	
MIDWAY ISLANDS	MQ	U.S. territory.
MONACO	MN	
MONGOLIA	MG	
MONTSERRAT	MH	U.K. colony.
MOROCCO	MO	Includes Ifni.
MOZAMBIQUE	MZ	Portuguese overseas province.
NAURU	NR	
NAVASSA ISLAND	BQ	U.S. territory.
NEPAL	NP	
NETHERLANDS	NL	
NETHERLANDS ANTILLES	NA	Part of Netherlands realm: includes Aruba, Bonaire, Curacao, Saba, Sint Eustatius and southern St. Martin.
NEW CALEDONIA	NC	French overseas territory: includes Ile des Pins, Loyalty Islands, Ile Huon, Iles Belep, Isles Chesterfield, and Ile Walpole.
NEW HEBRIDES	NH	Anglo-French condominium.
NEW ZEALAND	NZ	Includes Stewart, Chatham, and Kermadec islands.
NICARAGUA	NU	Includes Corn Islands.
NIGER	NC	
NIGERIA	NI	
NIUE	NE	New Zealand territory.
NORFOLK ISLAND	NF	Australian territory.
NORWAY	NO	Excludes Svalbard and Jan Mayen.
OMAN	MU	Includes Kuria Muria Islands.
PAKISTAN	PK	Includes Pakistani administered Jammu and Kashmir.
PANAMA	PN	Excludes Canal Zone.
PAPUA NEW GUINEA	PP	Australian territory: includes the Bismarck, and Louisiade archipelagos, and Admiralty, D'Entrecasteaux, northern Solomon (Bougainville Buka, etc.), and Trobriand islands, and the islands of New Britain, New Ireland, Woodlark, and associated islands.
PARACEL ISLANDS	PF	Disputed islands in the South China Sea.
PARAGUAY	PA	

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
PERU	PE	
PHILIPPINES	RP	
PITCAIRN ISLAND	PC	U.K. colony: includes Henderson Island and Ducie and Oeno atolls.
POLAND	PL	Includes Danzig and de facto areas of 1937 Germany east of the Oder-Neisse Line.
PORTUGAL	PO	Includes the Azores and Madeira islands.
PORTUGUESE GUINEA	PU	Overseas province.
PORTUGUESE TIMOR	PT	Overseas province: includes the exclave of Oe-Cussi.
PUERTO RICO	RQ	Commonwealth associated with the U.S.
QATAR	QA	
REUNION	RE	French overseas department: includes Ile Europa, Bassas da India, Ile Juan de Nova, Iles Glorieuses, and Ile Tromelin.
ROMANIA	RO	
RWANDA	RW	
ST. CHRISTOPHER-NEVIS-ANGUILLA	SC	U.K. associated state: also called St. Kitts. Anguilla is technically still part of the country name although it is now administratively separate.
ST. HELENA	SH	U.K. colony: includes Ascension, Gough, Inaccessible, Nightingale, and Tristan da Cunha islands.
ST. LUCIA	ST	U.K. associated state.
ST. PIERRE AND MIQUELON	SB	French overseas territory.
ST. VINCENT	VC	U.K. associated state: includes northern Grenadine islands.
SAN MARINO	SM	
SAO TOME AND PRINCIPE	TP	Portuguese overseas province.
SAUDIA ARABIA	SA	
SENEGAL	SG	
SEYCHELLES	SE	U.K. colony: includes Alphonse, Bijoutier, and Francois islands; St. Pierre Islet; Cosmoledo Group, and the Amirante Isles.
SIERRA LEONE	SL	
SIKKIM	SK	Protectorate of India.
SINGAPORE	SN	
SOMALIA	SO	
SOUTH AFRICA	SF	Includes Walvis Bay, and Marion, and Prince Edward islands.
SOUTHERN RHODESIA	RH	U.K. colony.

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
SOUTH-WEST AFRICA	WA	International territory. Also called Namibia.
SOVIET UNION	UR	Includes the de facto areas of Estonia, Latvia, Lithuania, southern Kuril Islands, Habomai Islands, southern Sakhalin, and northern East Prussia.
SPAIN	SP	Includes the Balearic and Canary islands. Excludes Ceuta, Melilla, Islas Chafarinas, Penon de Alhucemas, and Penon de Velez de la Gomera (see SPANISH NORTH AFRICA).
SPANISH NORTH AFRICA	ME	Includes Ceuta, Melilla, Islas Chafarinas, Penon de Alhuecemas, and Penon de Velez de la Gomera.
SPANISH SAHARA	SS	Province in Africa.
SPRATLY ISLANDS	PG	Disputed islands in the South China Sea.
SRI LANKA	CE	
SUDAN	SU	
SURINAM	NS	Part of the Netherlands realm.
SVALBARD	SV	Norwegian territory: includes Spitsbergen and Bear Island.
SWAZILAND	WZ	
SWEDEN	SW	
SWITZERLAND	SZ	
SYRIA	SY	
TANZANIA	TZ	
THAILAND	TH	
TOGO	TO	
TOKELAU ISLANDS	TL	New Zealand territory claimed by the U.S.: includes Atafu, Fakaofu, and Nukunono atolls.
TONGA	TN	
TRINIDAD AND TOBAGO	TD	
TRUST TERRITORY OF THE PACIFIC ISLANDS	TQ	U.S. administered: includes Caroline, Mariana, and Marshall island groups.
TUNISIA	TS	
TURKEY	TU	
TURKS AND CAICOS ISLANDS	TK	U.K. colony.
UGANDA	UG	
UNITED ARAB EMIRATES	TC	Includes Abu Dhabi, Dubai, Sharjah, Ajman, Umm al Qaiwain, Ras al Khaimah, and Fujairah.
UNITED KINGDOM	UK	Includes Orkney, Shetland, and Channel islands and the Isle of Man.

Table 1.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by name)—Continued

NAME	CODE	SCOPE NOTE
UNITED STATES	US	Fifty states and the District of Columbia.
UNITED STATES MISC. PACIFIC ISLANDS	IQ	Outlying areas: includes Kingman Reef, Baker, Howland, and Jarvis Islands, and Palmyra Atoll.
UPPER VOLTA	UV	
URUGUAY	UY	
VATICAN CITY	VT	
VENEZUELA	VE	
VIET-NAM, NORTH	VN	Also known as "The Democratic People's Republic of Viet-Nam." Regime not recognized by the U.S.
VIET-NAM, REPUBLIC OF	VS	
VIRGIN ISLANDS	VQ	U.S. territory.
WAKE ISLAND	WQ	U.S. territory.
WALLIS AND FUTUNA	WF	French overseas territory: includes Iles de Horne, Ile Uvea, and Ile Alofi.
WESTERN SAMOA	WS	
YEMEN (ADEN)	YS	Includes islands of Kamaran, Perim, and Socotra.
YEMEN (SAN'A)	YE	
YUGOSLAVIA	YO	
ZAIRE	CG	
ZAMBIA	ZA	

NOTE: All named entries with the letter "Q" as the second character of their codes are outlying areas of the United States.

Table 2.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by code)

CODE	NAME
	A
AC	ANTIGUA
AF	AFGHANISTAN
AG	ALGERIA
AL	ALBANIA
AN	ANDORRA
AO	ANGOLA
AQ	AMERICAN SAMOA
AR	ARGENTINA
AS	AUSTRALIA
AT	ASHMORE AND CARTIER ISLANDS
AU	AUSTRIA
AV	ANGUILLA
AY	ANTARCTICA
	B
BA	BAHRAIN
BB	BARBADOS
BC	BOTSWANA
BD	BERMUDA
BE	BELGIUM
BF	BAHAMAS
BG	BANGLADESH
BH	BELIZE
BL	BOLIVIA
BM	BURMA
BP	BRITISH SOLOMON ISLANDS
BQ	NAVASSA ISLAND
BT	BHUTAN
BU	BULGARIA
BV	BOUVET ISLAND
BX	BRUNEI
BY	BURUNDI
	C
CA	CANADA
CB	CAMBODIA
CD	CHAD
CE	SRI LANKA
CF	CONGO
CG	ZAIRE
CH	CHINA, PEOPLES REPUBLIC OF
CI	CHILE
CJ	CAYMAN ISLANDS
CK	COCOS (KEELING) ISLANDS
CM	CAMEROON
CN	COMORO ISLANDS
CO	COLOMBIA
CR	CORAL SEA ISLANDS TERRITORY
CS	COSTA RICA
CT	CENTRAL AFRICAN REPUBLIC
CU	CUBA
CV	CAPE VERDE
CW	COOK ISLANDS
CY	CYPRUS
CZ	CZECHOSLOVAKIA
	D
DA	DENMARK
DM	DAHOMEY
DO	DOMINICA
DR	DOMINICAN REPUBLIC
	E
EC	ECUADOR
EG	EGYPT
EI	IRELAND
EK	EQUATORIAL GUINEA
EQ	CANTON AND ENDERBURY ISLANDS
ES	EL SALVADOR
ET	ETHIOPIA
	F
FA	FALKLAND ISLANDS (ISLAS MALVINAS)
FG	FRENCH GUIANA
FI	FINLAND
FJ	FIJI
FO	FAROE ISLANDS
FP	FRENCH POLYNESIA
FR	FRANCE
FS	FRENCH SOUTHERN AND ANTARCTIC LANDS (excluding Terre Adelie)
FT	FRENCH TERRITORY OF AFARS AND ISSAS
	G
GA	GAMBIA
GB	GABON
GC	GERMAN DEMOCRATIC REPUBLIC
GE	GERMANY, FEDERAL REPUBLIC OF
GH	GHANA
GI	GIBRALTAR
GJ	GRENADA
GL	GREENLAND
GN	GILBERT AND ELLICE ISLANDS
GP	GUADELOUPE
GQ	GUAM
GR	GREECE
GT	GUATEMALA
GV	GUINEA
GY	GUYANA
GZ	GAZA STRIP
	H
HA	HAITI
HK	HONG KONG
HM	HEARD ISLAND AND McDONALD ISLANDS
HO	HONDURAS
HU	HUNGARY
	I
IC	ICELAND
ID	INDONESIA

Table 2.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by code)—Continued

CODE	NAME
IN	INDIA
IO	BRITISH INDIAN OCEAN TERRITORY
IQ	UNITED STATES MISC. PACIFIC ISLANDS
IR	IRAN
IS	ISRAEL
IT	ITALY
IU	ISRAEL-SYRIA DEMILITARIZED ZONES
IV	IVORY COAST
IW	ISRAEL-JORDAN DEMILITARIZED ZONES
IY	IRAQ-SAUDI ARABIA NEUTRAL ZONE
IZ	IRAQ
	J
JA	JAPAN
JM	JAMAICA
JN	JAN MAYEN
JO	JORDAN
JQ	JOHNSTON ATOLL
	K
KE	KENYA
KN	KOREA, NORTH
KS	KOREA, REPUBLIC OF
KT	CHRISTMAS ISLAND (Indian Ocean)
KU	KUWAIT
	L
LA	LAOS
LE	LEBANON
LI	LIBERIA
LS	LIECHTENSTEIN
LT	LESOTHO
LU	LUXEMBOURG
LY	LIBYA
	M
MA	MADAGASCAR
MB	MARTINIQUE
MC	MACAO
ME	SPANISH NORTH AFRICA
MG	MONGOLIA
MH	MONTSERRAT
MI	MALAWI
ML	MALI
MN	MONACO
MO	MOROCCO
MP	MAURITIUS
MQ	MIDWAY ISLANDS
MR	MAURITANIA
MT	MALTA
MU	OMAN
MV	MALDIVES
MX	MEXICO
MY	MALAYSIA
MZ	MOZAMBIQUE
	N
NA	NETHERLANDS ANTILLES
NC	NEW CALEDONIA
NE	NIUE
NF	NORFOLK ISLAND
NG	NIGER
NH	NEW HEBRIDES
NI	NIGERIA
NL	NETHERLANDS
NO	NORWAY
NP	NEPAL
NR	NAURU
NS	SURINAM
NU	NICARAGUA
NZ	NEW ZEALAND
	P
PA	PARAGUAY
PC	PITCAIRN ISLAND
PE	PERU
PF	PARACEL ISLANDS
PG	SPRATLY ISLANDS
PK	PAKISTAN
PL	POLAND
PN	PANAMA
PO	PORTUGAL
PP	PAPUA NEW GUINEA
PQ	CANAL ZONE
PT	PORTUGUESE TIMOR
PU	PORTUGUESE GUINEA
	Q
QA	QATAR
	R
RE	REUNION
RH	SOUTHERN RHODESIA
RO	ROMANIA
RP	PHILIPPINES
RQ	PUERTO RICO
RW	RWANDA
	S
SA	SAUDI ARABIA
SB	ST. PIERRE AND MIQUELON
SC	ST. CHRISTOPHER-NEVIS-ANGUILLA
SE	SEYCHELLES
SF	SOUTH AFRICA
SG	SENEGAL
SH	ST. HELENA
SK	SIKKIM

Table 2.—Countries, Dependencies, and Areas of Special Sovereignty With Their Assigned Codes (sequenced by code)—Continued

CODE	NAME
SL	SIERRA LEONE
SM	SAN MARINO
SN	SINGAPORE
SO	SOMALIA
SP	SPAIN
SS	SPANISH SAHARA
ST	ST. LUCIA
SU	SUDAN
SV	SVALBARD
SW	SWEDEN
SY	SYRIA
SZ	SWITZERLAND
	T
TC	UNITED ARAB EMIRATES
TD	TRINIDAD AND TOBAGO
TH	THAILAND
TK	TURKS AND CAICOS ISLANDS
TL	TOKELAU ISLANDS
TN	TONGA
TO	TOGO
TP	SAO TOME AND PRINCIPE
TQ	TRUST TERRITORY OF THE PACIFIC ISLANDS
TS	TUNISIA
TU	TURKEY
TW	CHINA, REPUBLIC OF
TZ	TANZANIA
	U
UG	UGANDA
UK	UNITED KINGDOM
UR	SOVIET UNION
US	UNITED STATES
UV	UPPER VOLTA
UY	URUGUAY
	V
VC	ST. VINCENT
VE	VENEZUELA
VI	BRITISH VIRGIN ISLANDS
VN	VIET-NAM, NORTH
VQ	VIRGIN ISLANDS (U.S.)
VS	VIET-NAM, REPUBLIC OF
VT	VATICAN CITY
	W
WA	SOUTH-WEST AFRICA
WB	GERMANY, BERLIN
WF	WALLIS AND FUTUNA
WQ	WAKE ISLAND
WS	WESTERN SAMOA
WZ	SWAZILAND
	Y
YE	YEMEN (SAN'A)
YO	YUGOSLAVIA
YS	YEMEN (ADEN)
	Z
ZA	ZAMBIA

Appendix F

Codes and Definitions for Entries and Withdrawals, as included
in the 1964 version of Handbook V,
Pupil Accounting for Local and State School Systems

The codes which follow are included for the benefit of those school systems electing to continue the 1964 codes rather than change to the concept of continuous student accounting described on page 68 of this handbook.

5110.10 TYPE OF ORIGINAL ENTRY

5110.11 *Original Entry for the United States (E1)*—A pupil who for the first time in the United States or its outlying areas enters either a public or nonpublic elementary or secondary school during the regular school term for which the report is made.

5110.12 *Original Entry Transferred From Another State (E2)*—An entering pupil who previously has entered a public or nonpublic elementary or secondary school in another State during the regular school term for which the report is made, and who has not previously entered a school in this State during this regular school term.

5110.20 TYPE OF REENTRY

5110.21 *Reentry From Within the Same School (R1)*—A pupil received from another room within the same elementary or secondary school. (This applies only where homeroom registers are kept and is used in situations in which the pupil's name has been transferred from one homeroom register to another because of a transfer, promotion, or demotion within the same school.)

5110.22 *Reentry From a Public School in the Same Local Administrative Unit (R2)*—A pupil received from a public school, located in the same local administrative unit, which he entered earlier in the current regular school term.

5110.23 *Reentry From a Nonpublic School in the Same Local Administrative Unit (R3)*—A pupil received from a nonpublic school, located in the same local administrative unit, which he entered earlier in the current regular school term.

5110.24 *Reentry From a Public School in the State, but Outside the Local Administrative Unit (R4)*—A pupil received from a public school, located in the same State but outside the local administrative unit, which he entered earlier in the current regular school term.

5110.25 *Reentry From a Nonpublic School in the State, but Outside the Local Administrative Unit (R5)*—A pupil received from a nonpublic school, located in the same State but outside the local administrative unit, which he entered earlier in the current regular school term.

5110.26 *Reentry From the Same Room in the Same School After Withdrawal or Discharge (R6)*—A pupil who

returns to the same room in the same school after withdrawal or discharge from this room earlier in the current regular school term, and who has not entered any other school during the intervening period.

5110.27 *Reentry From Another State or Country (R7)*—A pupil received directly from a school in another State or country who previously entered a school in this State during the current regular school term.

5110.90 **OTHER ENTRY**

This heading includes any pupil who enters an elementary or secondary school during the summer school term or enters a junior college or an adult education instructional organization. If a more detailed classification is desired, such a pupil may be further classified under this heading in a manner similar to that presented in items 5110.10 and 5110.20.

5410 **TRANSFER**

5410.10 *Transfer Within the Same School (T1)*

5410.20 *Transfer to a Public School or Other Instruction Under Public School Supervision in the Same Local Administrative Unit (T2)*

5410.30 *Transfer to a Nonpublic School Located Within the Same Local Administrative Unit (T3)*

5410.90 *Transfer to a School Outside the Local Administrative Unit (T4)*

5420 **COMPLETION OF SCHOOLWORK**

5420.10 *Graduated From High School or Junior College (C1)*—The pupil receives a diploma or degree as formal recognition for the successful completion of a high school or junior college program of instruction.

5420.90 *Completed Other Schoolwork (C2)*—The pupil completes school in an approved manner other than that included under item 5420.10 above and receives a certificate of attendance or a certificate of completion, gains recognition for work as a high school postgraduate, is accepted for early admission to a college or university, or receives other recognition. A pupil receiving a high school equivalency diploma or a high school equivalency certificate is not considered as a withdrawal and therefore is not included under this item; however, the awarding of such a diploma or certificate should be recorded under item 6150.20.

5430 **DROPOUT**

5430.10 *Dropped*—The pupil left school before graduation or completion of a program of studies and without transferring to another school.

5432 **Reason for Dropping Out**

5432.01 *Physical Illness (D1)*—The pupil left school because of a physical illness.

5432.02 *Physical Disability (D2)*—The pupil was excused from school attendance because of a physical impairment or handicap of a permanent or semipermanent nature.

5232.03 *Mental Illness (D3)*—The pupil was excused or required to leave school because of a mental illness.

5432.04 *Mental Disability (D4)*—The pupil was excused from school attendance because of insufficient

mental ability for successful participation in the educational program of the school system.

5432.05 *Behavioral Difficulty (D5)*—The pupil was required to withdraw from school because of behavioral difficulty.

5432.06 *Academic Difficulty (D6)*—The pupil left school or was required to leave because of academic difficulty.

5432.07 *Lack of Appropriate Curriculum (D7)*—The pupil left school because the curriculum was not appropriate for his needs.

5432.08 *Poor Pupil-Staff Relationships (D8)*—The pupil left school because of poor relationships with school staff.

5432.09 *Poor Relationships with Fellow Pupils (D9)*—The pupil left school because of poor relationships with fellow pupils.

5432.10 *Dislike of School Experience (D10)*—The pupil left school because of an active dislike of one or more aspects of his school experiences, other than those expressed in item 5432.06 through 5432.09. Any such area of dislike should be specified.

5432.11 *Parental Influence (D11)*—The pupil left school as a result of parental encouragement to do so.

5432.12 *Need at Home (D12)*—The pupil left school to help with work at home.

5432.13 *Economic Reasons (D13)*—The pupil left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.

5432.14 *Employment (D14)*—The pupil left school to seek or accept employment, including employment required to support parents or other dependents.

5432.15 *Marriage (D15)*—The pupil left school because of marriage.

5432.16 *Pregnancy (D16)*—The pupil left school or was required to leave because of pregnancy.

5432.17 *Other Known Reason (D17)*—The pupil left school or was required to leave for some known reason, other than those of items 5432.01 to 5432.16. Any such reason should be specified, e.g., no school available, and excessive distance from home to school or schoolbus route.

5432.18 *Reason Unknown (D18)*—The pupil left school for a reason which is not known.

5432.19 *New Residence, School Status Unknown (D19)*—The pupil left school upon moving to a new residence, as indicated under items 5433.02 to 5433.09; it is not known if he entered a new school.

5440 DEATH

5440.10 *Death of Pupil*

Appendix G

CODES FOR LANGUAGES*

.01 *Arabic, modern standard*
.02 *Arabic, colloquial* (specify dialect)
.03 *Chinese, modern Mandarin*
.04 *Chinese, Cantonese*
.05 *Czech*
.06 *Danish*
.07 *English*
.08 *French*
.09 *German*
.10 *Greek, modern*
.11 *Hawaiian*
.12 *Hebrew, modern (Israel)*
.13 *Italian*
.14 *Japanese*
.15 *Norwegian*
.16 *Polish*
.17 *Portuguese*
.18 *Russian*
.19 *Spanish*
.20 *Swedish*
.21 *Other modern foreign language* (specify)
.22 *Socio-cultural dialect of English* (specify)
.23 *Native American Indian tribal language* (specify)
.30 *Classical language* (specify)

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*Based on Handbook VI, pages 122 and 183-4.

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Appendix H

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974*

Sec. 438 of the Amended General Education Provisions Act
as established by P.L. 93-380, Education Amendments
of 1974, and amended by P.L. 93-568

Sec. 438. (a) (1) (A) No funds shall be made available under any applicable program to any educational agency or institution which has a policy of denying, or which effectively prevents, the parents of students who are or have been in attendance at a school of such agency or at such institution, as the case may be, the right to inspect and review the education records of their children. If any material or document in the education record of a student includes information on more than one student, the parents of one of such students shall have the right to inspect and review only such part of such material or document as relates to such student or to be informed of the specific information contained in such part of such material. Each educational agency or institution shall establish appropriate procedures for the granting of a request by parents for access to the education records of their children within a reasonable period of time, but in no case more than forty-five days after the request has been made.

(B) The first sentence of subparagraph (A) shall not operate to make available to students in institutions of postsecondary education the following materials:

(i) financial records of the parents of the student or any information contained therein;

(ii) confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended;

(iii) if the student has signed a waiver of the student's right of access under this subsection in accordance with subparagraph (C), confidential recommendations—

(I) respecting admission to any educational agency or institution,

(II) respecting an application for employment, and

(III) respecting the receipt of an honor or honorary recognition.

(C) A student or a person applying for admission may waive his right of access to confidential statements described in clause (iii) of subparagraph (B), except that such waiver shall apply to recommendations only if (i) the student is, upon request, notified of the names of all persons making confidential recommendations and (ii) such recommendations are used solely for the purpose for which they were specifically intended. Such waivers may not be recurred [sic] as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.

(2) No funds shall be made available under any applicable program to any educational agency or institution unless the parents of students who are or have been in attendance at a school of such agency or at such institution are provided an opportunity for a hearing by such agency or institution, in accordance with regulations of the Secretary, to challenge the content of such student's education records, in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein and to insert into such records a written explanation of the parents respecting the content of such records.

(3) For the purposes of this section the term "educational agency or institution" means any public or private agency or institution which is the recipient of funds under any applicable program.

(4) (A) For the purposes of this section, the term "education records" means, except as may be provided otherwise in subparagraph (B), those records, files, documents, and other materials which—

(i) contain information directly related to a student; and

(ii) are maintained by an educational agency or institution, or by a person acting for such agency or institution.

(B) The term "education records" does not include—

(i) records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;

*The complete text of the Family Educational Rights and Privacy Act of 1974 is shown as printed in the *Federal Register* of January 6, 1975. Also included is the closely related Sec. 440 pertaining to the limitation on withholding of Federal funds. Regulations for implementing this legislation were still in preparation at the same time this handbook was printed. School administrators and their legal counsel should obtain the regulations published in the *Federal Register*. They also should ascertain whether the legislation has been further amended since December 31, 1974.

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(ii) if the personnel of a law enforcement unit do not have access to education records under subsection (b)(1), the records and documents of such law enforcement unit which (I) are kept apart from records described in subparagraph (A), (II) are maintained solely for law enforcement purposes, and (III) are not made available to persons other than law enforcement officials of the same jurisdiction;

(iii) in the case of persons who are employed by an educational agency or institution but who are not in attendance at such agency or institution, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or

(iv) records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or para-professional acting in his professional or para-professional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

(5)(A) For the purposes of this section the term "directory information" relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

(B) Any educational agency or institution making public directory information shall give public notice of the categories of information which it has designated as such information with respect to each student attending the institution or agency and shall allow a reasonable period of time after such notice has been given for a parent to inform the institution or agency that any or all of the information designated should not be released without the parent's prior consent.

(6) For the purposes of this section, the term "student" includes any person with respect to whom an educational agency or institution maintains education records or personally identifiable information, but does not include a person who has not been in attendance at such agency or institution.

(b)(1) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of education records (or personally identifiable information contained therein other than directory information, as defined in paragraph (5) of subsection (a)) of students without the written consent of their parents to any individual, agency, or organization, other than to the following—

(A) other school officials, including teachers within the educational institution or local educational agency who have been determined by such agency or institution to have legitimate educational interests;

(B) officials of other schools or school systems in which the student seeks or, intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 408(c) of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

(D) in connection with a student's applications for, or receipt of, financial aid;

(E) State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974;

(F) organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;

(G) accrediting organizations in order to carry out their accrediting functions;

(H) parents of a dependent student of such parents, as defined in section 152 of the Internal Revenue Code of 1954; and

(I) subject to regulations of the Secretary in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

(2) No funds shall be made available under any applicable program to any education agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information, or as is permitted under paragraph (1) of this subsection unless—

(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, (C) an administrative head of an eduction agency or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally supported education programs, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided*, That except when collection of personally identifiable information is specifically authorized by Federal law, any data collected by such

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officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of Federal legal requirements.

(4) (A) Each educational agency or institution shall maintain a record, kept with the education records of each student, which will indicate all individuals (other than those specified in paragraph (1)(A) of this subsection), agencies, or organizations which have requested or obtained access to a student's education records maintained by such eduactional agency or institution, and which will indicate specifically the legitimate interest that each such person, agency, or organization has in obtaining this information. Such record of access shall be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations authorized in, and under the conditions of, clauses (A) and (C) of paragraph (1) as a means of auditing the operation of the system.

(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

(c) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

(d) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

(e) No funds shall be made available under any applicable program to any educational agency or institution unless such agency or institution informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

(f) The Secretary, or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

(g) The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section. Except for the conduct of hearings, none of the functions of the Secretary under this section shall be carried out in any of the regional offices of such Department.

Limitation on Withholding of Federal Funds

SEC. 440. Except as provided in section 438(b)(1)(D) of this Act, the refusal of a State or local educational agency or institution of higher education, community college, school, agency offering a preschool program, or other educational institution to provide personally identifiable data on students or their families, as a part of any applicable program, to any Federal office, agency, department, or other third party, on the grounds that it constitutes a violation of the right to privacy and confidentiality of students or their parents, shall not constitute sufficient grounds for the suspension or termination of Federal assistance. Such a refusal shall also not constitute sufficient grounds for a denial of, a refusal to consider, or a delay in the consideration of, funding for such a recipient in succeeding fiscal years. In the case of any dispute arising under this section, reasonable notice and opportunity for a hearing shall be afforded the applicant.

Appendix I

ACKNOWLEDGMENTS FOR INDIVIDUAL CONTRIBUTIONS

The revising of the handbook of terms and definitions about students has been a cooperative effort involving over 20 professional organizations, numerous Federal agencies, and many individuals of local and State agencies. The organizations are acknowledged on page ix of this handbook. Individuals are listed below.

Great appreciation is expressed for the effective leadership demonstrated by the director of the Project's contract effort, Charles W. Barkdull, Manager, Ernst & Ernst, Detroit, Mich. He was outstanding in interpreting and implementing the recommendations of the National Advisory Committee, the Project Officer, and others. Excellent assistance was provided Mr. Barkdull by Terry Thomas, Director of Student Services, Oakland County Schools, Pontiac, Mich., who served as primary consultant to Mr. Barkdull, participated effectively in a number of Project meetings, and reviewed portions of the final manuscript.

Individuals making particularly outstanding contributions to the substance of various portions of the handbook manuscript include John Lampe, M.D., Director of School Health Services, Denver (Colo.) Public Schools; Lois L. Elliott, Ph.D., Special Assistant to the Associate Commissioner, Bureau of Education for the Handicapped, Office of Education (OE); Frank E. G. Weil, Program Analyst, Office for Civil Rights, U.S. Department of Health, Education, and Welfare (DHEW); William C. Healey, Ph.D., Associate Secretary for School Affairs, American Speech and Hearing Association; William B. Bock, D.D.S., M.P.N., Chief, Preventitive Practices Branch, Division of Dentistry, U.S. Public Health Service; and John F. Staehle, Assistant Director for Policy and Procedures, Division of Compensatory Education, Bureau of Elementary and Secondary Education, Office of Education.

Useful materials were prepared by regional conference participants William F. Mahon (Moraine Valley Community College, Palos Hills, Illinois), James E. Mitchell (Iowa State Department of Public Instruction), Gerald L. Haney (Kansas State Department of Education), and Donald H. Offermann and George McCollough (both of the Texas Education Agency). Members of the National Advisory Committee who gave special assistance in polishing portions of the handbook manuscript include Katherine Hopper, Grace Warfield, and Aikin Connor.

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The acknowledgments which follow generally indicate titles and organizational affiliations as of the time of participation in Project activities.

NATIONAL ADVISORY COMMITTEE

The Project's National Advisory Committee consisted of representatives selected by 12 national organizations and the Research Division of the National Education Association. This group met three times to provide guidance to OE and NCES personnel and to the contractor regarding student information needs, the structure and content of the revised handbook, and the accuracy and adequacy of the handbook manuscript. The following persons participated as members of this group:

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[1] At second and third meetings.
[2] At first meeting.
[3] At third meeting.

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December 1974

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